

CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. X

OCTOBER, 1933

No. 1

The New Day

EDNA DEAN BAKER

President, Association for Childhood Education

THE millions of Americans who have visited the Century of Progress this summer have felt more or less vividly the coming of a new day. As they have passed through the buildings of the Exposition they have seen a continuous panorama of man's conquest over nature, his progress in the control of material things. Mural, diorama, map, poster, film, exhibit, all tell the same story of the miracles of scientific discovery and invention.

As one watches the wizardry each evening when the light from the star Arcturus changes the buildings and grounds into an exquisite symphony of color, he feels the mystery and majesty of these new found powers. On sea, on land, and in the heavens man has attained mastery which even the Gods of old might envy.

Thoughtful visitors viewing the Exposition have asked again and again the question, "What more worlds are there to conquer? Whither mankind now?"

When the twenty-four seaplanes of the Italian Armada swept down from the sky into the harbor of Chicago that July afternoon—glittering in the sun like so many huge sea gulls, they seemed to typify the crossing of the last frontier of physical ob-

struction, and to be the forerunners of a New Day indeed.

When man, free from the limitations of time and space so keenly felt in the past, and free also from the yoke of arduous labor which the generations have borne, finds himself in possession of a universe and unparalleled leisure in which to enjoy it, he will either learn better control of his inner resources or he will destroy himself and his world with misapplied energy and consequent maladjustments. There are those who would suggest, therefore, that the hope of the new day is progress in human relationships and adjustments, in the spiritual evolution of mankind.

Babson, reporting an interview with Edison a few months before his death, says that he asked him what line of research would see the greatest development in the next fifty years. "The greatest discoveries will be along spiritual lines," Mr. Edison replied, "We scientific men have spent our lives studying physical forces. Now having made the most sensational discoveries in the history of the world, we learn that our knowledge has not brought people happiness. Material things will never bring happiness. Scientists must now turn their

laboratories over to the discovery of spiritual forces. This is the field where miracles are going to occur. Spiritual power is the greatest of undeveloped powers, and has the greatest future."

James Truslow Adams, writing in the *New York Times Magazine*, on the American Dream, which he interprets as a rich, satisfying life for all, says that "each person has to choose what is permanently satisfying in his or her case, but that only by broadening our vision, by deepening our capacity for both suffering and joy, and by enriching instead of exhausting our possibilities of self-expression, can we attain to happiness and contentment. The ordinary American man and woman has not been

happy. When the chief end of life becomes accumulation of money at maximum speed and the purchase of as many things as possible there is no time or energy for genuine self-expression, and we eat the apple of dust which Babbitt ate at the end of his day."

Is not our first responsibility to the children whom we prepare for the new day, the provision of an environment which can stimulate an unhurried living, rich in opportunities to observe, to think, to express, to attain self-control in relation to the material world and their fellows, and to gain a sense of values which includes an acquaintance with that beauty of conduct and achievement at the heart of all things?

The National Conference of Music Supervisors

OUR SCHOOLS are facing serious problems. The cultural subjects, especially, are being attacked. There is urgent need for a declaration of faith that the arts are not optional luxuries for the few, but are essential for the complete living of the many.

Music and the allied arts give cheer and comfort and richness to life. They bring beauty to our materialistic civilization. Beauty contributes to the morale and stability of a nation. Social unrest gains its readiest recruits among men who have not found beauty and joy in their work and in their environment.

Our fathers faced a simpler world than ours, with relatively simpler needs. Modern inventions are shortening the working week and greatly increasing the hours of leisure. But in making this advance we have also incurred some penalties. Science and the machine have added so much to living that we may have rated them above human values. Life tends to be overmechanized. Education today must concern itself with physical and mental health and with emotional, social, and spiritual responses as well as with reasoning powers.

The responsibility of the present generation for the education of those that are to follow should not be shifted to the future. Youth must be served while it is youth. If we fail in our duty to the boys and girls of today, it cannot be made up to them in after years when prosperity returns and public funds are more easily available. We have no right to unload upon the youth of today the burden of our adversity.

We, therefore, declare our faith in the arts. Curtailments in educational budgets must not be permitted to affect vitally the cultural subjects, especially music. Avocations as well as vocations must be provided for the sake of the present times and for the days of larger leisure which lie ahead.

The foregoing statement was adopted at a meeting of official delegates appointed by fifty-seven national organizations (representing a total membership of over five million American citizens), held at Chicago July 4, 1933, in connection with the convention of the National Education Association.

The Teacher as an Individual*

ELIZABETH HALL

Assistant Superintendent, Minneapolis, Minnesota

TEACHERS, and no other group of workers, have the significant program of a year consisting of 80 per cent for the job and 20 per cent preparation for the job. To no other person comes the unique experience of working with entirely new and different material each working year; material which changes so rapidly in character that no situation, however it terminates, can be recovered or retaken; material of such intrinsic and social value that fear of damage or loss is a mental strain. As each child presents a different, often baffling, problem whose complexity is increased by the integral factor of the parents' desires and plans, the teacher is confronted with a high number of demands upon knowledge, judgment, and understanding.

Probably no other worker meets greater necessity for adjustments due to changing conditions and the experimental attitudes of her occupation.

We have just finished a school year which has challenged the very existence of the schools which were created for the children of this country and for which there is no substitute. We have been attacked from all sides as never before. We know that it is not a bad thing for our schools to be criticised if the sympathy behind the criticism makes the attack stimulating rather than discouraging. We acknowledge with all humility that probably we would have profited by more criticism in the past. It is the kind and the source of current criticism which has been bewildering and disheartening. We must not however fail to recognize with sympathetic understanding the abnormal and tragic conditions which have curiously enough changed the psychology of our relationship with the public. Some of those whose prosperity formerly caused them to regard the "underpaid teacher" with a

certain sympathy now look upon her with a certain envious hostility. Above all we must not retreat before the criticisms of those who in the past were satisfied or indifferent but meet them fairly and squarely. It is hard to accept the fact that along with money and a sense of security, we have also lost a certain professional prestige or standing in public esteem. But it has made us think,—and that is something to be thankful for. I believe we have challenged our own work as never before and that we have reached certain conclusions which will motivate us next year.

Out of my long association and experience with teachers, I yield to no one in my respect and admiration for their ability and devotion to their work. I have supreme confidence in their sanity and vision. But I dare to say that we have had a wrong arrangement of values. We have, and rightly, placed a high premium on professional training and development. We have not and wrongly, been sufficiently concerned with securing the individuals who in themselves, were worth training. We have allowed many fine girls to go into business because we have not made teaching appeal to them as the one profession in the world, outside of motherhood, offering most to women. And I am afraid it has been because of what we are as *women* and not as what we are as teachers. What the individual is in *all* his human relationships determines his value to the community. We who teach all the children of all the people must not develop a professional clannishness which keeps us apart from community life. Sometimes I fear that, in the public mind, the only teacher recognized as an individual apart from her function as a teacher is the one who asserts herself through some organization. In no other field, unless it be that of the clergy, is there such an identification of the personality with the occupation or

* Address, June, 1933 Convention, Association for Childhood Education, Denver, Colorado.

profession. It is true that no person can be unaffected by the type of vocation he has chosen. Only an unusual teacher can achieve an identity entirely apart from her job. This is due largely, no doubt, to the fact that in teaching the work molds the worker, the individual must be changed by the process of teaching, her feelings shaped to permanence by the very nature of her relationship with those she teaches. It is the constant play of mind on mind, of feeling on feeling, of personality on personality, which effects this result. The intimacy of relationship gives drive to the influence. The recognition of responsibility to immature youth gives strength to the bonds. No thinking teacher tries to evade the fact that she is a part of the child's environment, a distinct, distinctive, and regnant part. Nor does she seek to evade her responsibility to the public which employs her. She must respond to the expectation and demands of the parents who give their children to her care.

The school as a social institution has an authority that must inevitably influence a child's opinions and convictions. He is affected by the current trends of thought in the classroom, where a part of his daily life is spent. No honest teacher can dodge her responsibility for encouraging and practicing open-minded and broad-minded attitudes toward all questions which confront youth. To provide an atmosphere in which youth is helped to seek intelligent answers to his questions and in which spontaneous and frank discussion thrive are as much the teacher's obligations as to guide the pupils' explorations in the various fields of general experimentation and experience. During recent years, under the chastening influence of educational research, we have realized that school does not have the all-powerful, almost magic, influence on a child's life which we, in that age of intuitions, impressions, inspirations, and hope, used to believe; but we still maintain that every teacher may well thrill to the recognition of the part she plays in the drama of each individual pupil's life as it shapes itself from year to year, although she is fully aware

that the cast is large and hers is seldom a stellar rôle.

All men and women will agree that there are rare personalities in the schoolrooms of this country who "give life a fresh orientation, make dull motives insurgent, and set up vibrations that penetrate the armor of inaction—those who teach youth that charity and humor and dreams count in the Book of God and that the modern ideal of material prosperity is an abomination." It is a heady sensation to possess the power to set the eddies moving in so many lives, some of whom will give direction to the future. It is a chastening thought to realize that many a pupil has a higher I.Q. than the teacher and that many a pupil possesses powers far beyond our own possibilities,—that they must increase and we must decrease. The fact that the teacher has a distinct advantage in dealing with immature personalities and that, by virtue of her position, perhaps not her personality, her authority is seldom disputed, is a challenge to her ability, her sincerity, and her honesty. She is, as it were, on her honor in her relationships with pupils. There are dangers inherent in a relationship between traditional and actual authority and mature experience on the one hand, and comparatively helpless childhood on the other. These dangers are subtle and insidious. We may cease to think critically, because we are not challenged by our equals or superiors—in experience. We may depend upon our initial stock of information because there is ever a new group to accept it without question and we may grow lazy and superficial. We may become arrogant and intolerant because, entrenched by our position as we are, youth retreats before us. We may grow smug and self-satisfied, because the nature and importance of our work removes us from much of the kind of competition which operates in other occupations. Because we hear almost no criticism from children, comparatively little from parents, and a carefully administered amount from the educational group, we may gradually assume immunity and resent community criticism as an infringement of our rights.

There seems to be a peculiar engrossment in teaching, which tends to crowd out normal interests necessary to balanced living. There also seems to be a tendency to lose perspective and thus to magnify details and to become limited to shop talk in our contacts with our friends and neighbors. The inevitable attrition of the schoolroom may wear thin our saving sense of humor, and we may take ourselves too seriously.

In order that the all important work of educating youth may not suffer from the inefficiency of the inexperienced or the unfit, the public has provided a reasonable degree of security by keeping politics out of the schools and by such legal measures as the tenure law. It is easily possible for us to lose our sense of values and to see in these measures only protection for ourselves and not the children, thus assuming that we are a privileged class. Equipped to provide certain social experiences which the home, however fine, cannot supply, we may assume that society cannot get along without us as individuals. We may arrogate to ourselves the results which the schools plus life have produced and so may develop a superiority complex which is entirely unwarranted by the facts. Is it possible for a teacher to be equal to the demands of such a complex and compelling situation, to meet the needs of children, to keep pace with a progressive, professional group, to gain immunity from the real personality hazards of the profession, to share the responsibilities of organizations, to help to secure proper public recognition and support, and at the same time to cultivate a satisfying and worthwhile inner and personal life to be kept inviolate? Can she lead a double life in the sense of two sides of a whole, not a secret self at war with a social self? "Man," said Marcus Aurelius, "must be arched and buttressed from within else the temple wavers to the dust." Conservation of her individuality is as much the problem of the teacher as is professional growth. It is of vital importance that she secure sufficient freedom in thought and action for development of her individuality. This only will give sincerity and color to her vocation. The

answer to the question, "Can one be a teacher and at the same time an individual?" is *Yes*. The proof lies in the successful personal lives of many teachers. But I am convinced that it is never accidental. It is the result of a definite plan and controlling purpose.

The first thing to do is to shake off the influence of the chapter on *The Ideal Teacher* which is found in practically all the man-written books on *The Art of Teaching* and kindred titles. The descriptions of what manner of person the teacher ought to be to fit her high calling are a commentary on the lack of sense as well as a sense of humor on the part of the writer. The man who is responsible for an unpsychological appeal to the conscientious teacher, in 1910, wrote a long, flowery, sentimental description of this impossible person; in 1930, he compiled a master list of only 25 absolutely necessary personal traits. I recall one of these synthetic teachers who is said to have "crept into our lives as gently as the dawn comes over the hills and since her arrival there has been no sunset.—When she is reading a book, she is aware that the child is looking over her shoulder to note the quality of literature that engages her interest. When she is making a purchase at a shop, she finds the child standing at her elbow and duplicating her order. When she is arranging her personal adornment, she is conscious of the child peeping through the door and observing her with languishing eyes.—Through all the hours of the day she hears the child saying, "Whither thou goest I will go," and there is no escape. If the teacher plucks flowers by the way, then, in time, gathering flowers will become habitual to the child. The teacher is cognizant of the fact that she is the model and the ideal and she bases her rule of life upon the fact.

"In her dress she decides between ornateness and simplicity as a determining factor in the lives of her pupils, both for the present and for the years to come. She communes with the great of all times.—She associates with the planets.—She never flutters but calm, masterful, she moves on her way with regal mien.—She teaches cube root with ac-

curacy and still is able to see and to cause her pupils to see the index finger pointing out and up toward the mathematical infinities. She can explain the action of the geyser and still find time and inclination to take delight in its wonders; her pupils invest her with the attributes of an ideal."

Another enthusiast visions the ideal teacher as: "Big, strong, purposeful, vital, well poised, a good-humored, sympathetic soul, but she must be loyal, conservative, and sufficiently conventional. She must have initiative but must co-operate. She should have originality but must be able to take suggestions."

Again, a man pictures the teacher with a mastery of business forms, able to perform simple business transactions, such as verifying a tax receipt or making a budget. She must settle all debts promptly, fill out office records and reports correctly. (Can't you see him!)

The teacher of to-day is not required to fill the picture of the perfect woman—who would probably be a perfect bore—but she must be analyzed and rated on a scale which includes all the traits anybody could possibly possess. This is still more likely to bring on the teacher that modern curse known as an inferiority complex.

D. Personal traits

1. Brutally frank or tactful?
2. Cheery or ill-tempered and peevish?
3. Patient or irritable?
4. Friendly or reserved?
5. Cordial or indifferent?
6. Sociable or unsociable?
7. Talkative or taciturn?
8. Courteous or discourteous?
9. Well-spoken or gossipy?
10. Modest or vain?
11. Open to suggestions or opinionated?
12. Possessed of common sense or lacking in judgment?
13. Willing to lead or inclined to follow?
14. Keenly alive or apathetic?
15. Democratic or snobbish?
16. Poised or flighty?
17. Calm or nervous and excitable?
18. Contented or dissatisfied?
19. Optimistic or pessimistic?
20. Frank and candid or underhanded?
21. Emotional and moody or phlegmatic?

22. Prompt or dilatory?
23. Industrious or idle?
24. Steady or intermittent?
25. Trustful or jealous?
26. Cooperative or combative?
27. Honest or dishonest?
28. Reliable or unreliable?
29. Reasonable or unreasonable?

E. Personal appearance (note any facts essential to the case)

F. Indicate any marked personal peculiarities.

I must admit that this list was made by a woman student and selected by three men as worth printing.

I recall being visited by a member of a Board of Education, seeking to fill a vacancy, who talked to me at length on the importance of the vacant position and at greater length about the kind of person he was looking for to fill it. He suggested that I would be a very fortunate young woman if I were offered the position. I recall with some satisfaction that I said, "If I were the kind of person you describe, I wouldn't consider your offer for a moment—I could have anything I want, as I would be a super-woman!"

The most useful list of personal qualities I ever read was made a long time ago by Leonard Ayer. These were four qualities essential to leadership:

1. Courage, the courage of the pioneer, the courage of the adventurer.
2. Courage, the kind of courage that will take a chance, will try a new thing, will experiment.
3. The ability to keep things from becoming static.
4. The ability to influence the actions of others.

This is a picture of a dynamic person. We ought to have one in every classroom.

There was a time when the Normal School set a stamp of approval upon a current pattern of teacher. Do you recall that dignified, quiet teacher who tried to be animated and sprightly in order to interest the children? Once, in my early teaching, a teacher friend visited our school. I shall never forget the surprise in her tone when

she said, "Why, you act in school just as you do outside!" In the informal atmosphere of a modern classroom, where pupils participate freely in all activities, the teacher can be herself,—natural, direct, genuine, spontaneous. Indeed, in this way only can she find and give happiness and help in her association with responsive children. Children recognize sincerity. It is their touchstone and the teacher's open sesame.

Professional companionship is a component part of a teacher's life. Here is stimulation and understanding. It is not good for woman to be alone. Hence it is well to live with the friend of one's bosom; but the teacher must broaden her circle. She needs also the stimulating corrective of the point of view and the critical judgment of friends and acquaintances whose work, whose convictions, and whose tastes are different from her own. The Business and Professional Women's Clubs give a fine opportunity for the teacher to see herself as other women see her—a wholesome experience.

I sometimes regret the multiplication of professional organizations, because they absorb so much of the teacher's time that she has little to give to those groups who will help her to enrich her personality as well as to improve her technics. A teacher must recognize her responsibilities as a citizen and inform herself upon public issues of importance. We say that; but do we avail ourselves of these opportunities, not obligations? Are our convictions formed by the brilliant woman whose current events class we attend, or do we also listen to the man in the garage, the woman who runs the club or restaurant where we eat, adviser at the bank, or the saleswoman in the shop we patronize? Do we know and respect and digest the opinions of a large number of people, or do we fall back on *The Reader's Digest*? Do we read only the book of the month, or do we dare to read what we enjoy, let the conversational chips fall where they may?

Have we discovered any compelling interest in the world of nature which pulls us out of doors in spite of ourselves and pro-

vides the safest possible "escape mechanism?" Has any art or craft recently given our unskilled hands and brain a new source of satisfaction, not in the product but in the process? Do we enjoy meeting new people and learning to do new things? Do we ever change furniture for variety, or try out a new color in hats? Do we enjoy a good film play but also save our money for the coming Drama League production because everybody will be talking about it? Do we ever play, just play, even if someone may think we are frivolous? Do we, at times, drop everything, go to bed and rest, even when there are inspiring lectures scheduled? Have we cultivated the noon nap habit instead of joining the rest room *How-It-Ought-To-Be-Done* group? Do we plan a quiet vacation which brings deep satisfaction to body, mind, and soul, rather than to go abroad, simply because "it is so embarrassing to admit that one has never been!" Dare we live out our lives without another degree, (even under salary pressure,) when we need long periods of rest and relaxation or time for other pursuits which, alas, bring no credits, nothing but inner satisfaction. Because we dislike to refuse to teach in Sunday School, do we absent ourselves from church when we find in worship, strength and hope for the inner life?

Heaven forbid that I should seem to belittle the fine opportunities for social and mental culture and betterment now available in most communities. Nor would I smile at the earnest teacher who honestly believes that it is her duty to do everything that is done professionally. I only fear the attempt of any person or group of persons to prescribe a personal life for the teacher under the mistaken notion that, subjected to the same cultural and ethical influences, we can all be made over into the image of the perfect teacher. Are we to lose the right to possess our own particular set of imperfections? Are we to be forced into playing the hypocrite among our pupils because they mustn't know that we have a hard struggle for self-control?

Do you recall a musical comedy of a few years back, in which one recurring refrain

was "Let's be common." Not a bad idea. Anyway let's be human. It takes a real person to be real; but children will accept no spurious leadership. It is a great adventure to live a life filled to the brim with human experiences. Such a life is a challenge to every power we possess. It is comparatively easy to learn how to teach; but it takes a lifetime of schooling to learn how to live

with understanding tolerance and sympathy. Professional training may give us pride in mental achievement. Living with our fellows gives us humility. We rejoice in every bit of skill which makes us more helpful to children; but we must take our direction anew each day. "Seek ye the Kingdom of God and His righteousness and all these things shall be added unto you."



Hayes-Barton School, Raleigh, North Carolina

These first-grade children have a real problem to solve in putting a roof on their play house.

es
ev
in

tic
ed
dr
lie
an
di
ex
to
tur
ab
pr
for
con

Co
the
cut
gar
the
Sta
late
wo
ma
the
inte
refl
in
tion

C
eith
cate
lie
citic
terp
Cha

versit

Reconstructing Legislation*

MARY DABNEY DAVIS

Specialist, Nursery—Kindergarten—Primary Education, United States
Office of Education, Washington, D.C.

THIS review of existing legislation briefly describes the increase of State laws affecting young children, the essential characteristics of effective laws, evidence of their use and of needs for studying their effectiveness in each State.

To the question, "What has State legislation to do with helping to maintain the educational status of 4 and 5 year old children?" there is no one answer because public education is controlled by the States and States seem to have as marked individuality as do people. But a review of existing State legislation may clear the way to a study of local uses of the law. This, in turn, may affect plans under way to bring about more likelihood of holding present programs or for revamping these programs for the best good of the young children considered.

Forty of our States and the District of Columbia have laws permitting or requiring the establishing of kindergartens. Connecticut and Vermont enacted the first kindergarten laws 50 years ago. Then, following the Chicago World's Fair in 1893, 14 other States and the District of Columbia, stimulated by the demonstration of kindergarten work given at the Exposition, enacted laws making it possible to have kindergartens in the public schools. Since 1900 the growing interest in kindergarten education has been reflected both in new State legislation, and in changes in some of the original legislation.

Only 4 States lack specific legal sanction either to organize kindergartens or to educate children below the age of 6 in the public schools and in 3 of these one or more cities maintain kindergartens under an interpretation of the general school law. Changes in legislation in some States have

given qualified citizens, usually parents, the right to demand, under certain conditions, that Boards of Education establish kindergartens. In other States certain requirements as to type or population size of school districts permitted to establish kindergartens have been altered or removed. To the question, "What type of legislation best assures an education for young children?" there is a guide in the 4 provisions which have been found essential for effective State kindergarten legislation:

1. What school districts are authorized or may be required to organize kindergartens?
2. How shall the costs be met?
3. What preparation is required for the teachers?
4. At what ages may children be admitted?

There is still another element essential to the success of any legislation which cannot be written into the law. That is the active and intelligent interest and support of the people in the State. In estimating the value of present kindergarten laws, this element of community interest is of major importance.

What districts are authorized to establish kindergartens: Forty of the states definitely specify the type of school district which may take advantage of the law to establish kindergartens: 26 of the States allow any district to establish kindergartens, though qualifications are written into six of the laws specifying a minimum kindergarten enrollment or certain distances from the school building within which the children attending must live, or the size of the whole school's enrollment which would warrant opening a kindergarten. In 15 States kindergartens are restricted largely to city districts. The difficulty of small towns and rural districts to establish kindergartens

* Address delivered at Teachers College, Columbia University, April 18, 1933.

under such a law is evident. Recently in Oregon the law which originally affected only the city of Portland has been changed so that smaller towns and cities can take advantage of its provision. This is particularly pertinent to the universal change in momentum of the shift in population. Heretofore the shift has been from the country to the city. With present over-crowded city conditions decentralization has begun and the tide of population is toward suburbs and the country.

There are 2 major types of laws—the “may” and the “must” or the “permissive” and the “mandatory-on-petition” laws. A test for the effectiveness of these laws can be made with the per cent of the total number of 4 and 5 year old children within a State who are enrolled in kindergarten. Since we know that few kindergartens exist in rural areas, it is safe to relate the city populations of 4 and 5 year old children to the kindergarten enrollment reported by the States. The range of per cent as might be expected is wide—from less than 1 per cent to 80 per cent.

In the 8 States having the form of law (the mandatory-on-petition law) where a certain number of qualified citizens, generally parents, may register a demand for kindergartens and obligate a school board to establish them, there is a median kindergarten enrollment of 43 per cent for the total number of 4 and 5 year old children. For the States having permissive or no special kindergarten legislation, the median per cent is 25.5. On the face of these facts it is evident that the mandatory law seems to assure more children of having kindergarten experience. However, community conviction of the value of kindergarten education and local initiative are shown in the fact that in Nebraska, a State having no special kindergarten legislation, there are 80 per cent of the 4 and 5 year old city children enrolled in kindergartens and that in the State of Michigan where the law is *permissive* and not *mandatory*, 80 per cent of the city children are enrolled in kindergartens. A recent study of the effect of the New York State law which allowed sums of

money for local use in enriching the school programs showed that since the funds have been made available there has been a much larger increase in the numbers of cities establishing kindergartens. There is, then, a greater assurance of kindergarten education in States where parents have a hand in expressing their wishes, where there is an interest on the part of school officials to add kindergartens when funds are available to pay for them, and, most evident, the effect of social opinion upon making use of available legal provisions to satisfy their convictions regarding for children below 6.

Sources of financial support: The item of major importance in any law today is the designation of financial support. In 8 States there is no mention of how money is to be found for the kindergartens. In all States the kindergartens are dependent for their support upon local taxes or some special fund to be apportioned by the locality or the State. For 28 States the cost of kindergarten education is to be met from the general school funds with 2 more States depending upon both general and special funds.

The fundamental issues here are *first*, if systematic education is desirable for 4 or 5 year old children then the same security of financial support should be provided for this age as for the 6 year old children and the older elementary grade pupils; *second*, it is cheaper and more efficient to pay for any education in a large unit of administration than in a small one, and we might add, a great deal safer for kindergarten education. All discussions of proper financing of education, and of equalizing educational opportunities are pointing to the need of eliminating wasteful and expensive local machinery in small school districts and concentrating authority in larger units such as the “county.” It is easier to eliminate or curtail any service when it is dependent upon local funds which may or may not be raised according to local pressure for economy. It is easier to hold a service when the State’s contribution toward maintaining it

is assured. In the end, the decision will have to be made whether a 5 or a 4 year old child's education is as legitimately a responsibility of the State as that of the 6 year old and the adult.

In connection with the discussion of cost it may be of interest to know that there seems to be no relationship between the type of State law in force,—i.e., *mandatory* or *permissive* and the source of support from general or special funds. This might be expected. But it is surprising that there seems to be no relationship between the source of support and the percentage of children enrolled in kindergartens, and in California, a State having a mandatory law and yet with kindergarten support coming from local taxes, there is 69 per cent of the children in kindergartens.

At what age may children be enrolled: It may be controversial whether or not ages of children should be specified in the laws. There is no age limit in the general school law of the States of Massachusetts, Rhode Island, Nebraska, and New Hampshire, and it is under this general law that kindergartens are organized in these States. Should it be anticipated that nursery school education may become a part of the future school or be a demonstration laboratory for the present school such an undetermined age allowance would be valuable. As the laws now stand children "below the age of 6" are admitted in 7 states, in 20 the entrance age is 4, and in 2 states $4\frac{1}{2}$ and in 7 states 5 years of age.

At the present time there is a bill under consideration in a Western State to raise the kindergarten entrance age from $4\frac{1}{2}$ to 5. This is a saving to the localities of one half a year of instruction. A similar bill is being considered in an Eastern State to raise the school entrance age from 4 to 6 years. Such a bill would neutralize the usefulness of the present permissive law for establishing kindergartens in which the age for attendance is stated as from 4 to 6. If the bill is accepted there will be a saving in all school districts of that State of two years of schooling. The question is whether this would result in a real saving, undoubtedly a sav-

ing in money for the time being, but whether it would result in health and general ability of the future elementary school child is questioned.

There is another point at issue. In 15 states the permissive school entrance age is 4 or 5 years. In 20 counties of 5 States surveyed it was found that 75 per cent of the 5 year old children were in school, and but a third of these 5 year olds were in kindergartens. Skill in reading is a first grade requirement and a mental age of 6 or $6\frac{1}{2}$ is required for the ability to read easily. How

SCHOOL ENTRANCE AGES FOR STATES

Ages	Permissive		Required
	Kinder- garten	Regular School	
3	3	—	—
4	20	2	—
$4\frac{1}{2}$	2	—	—
5	7	13	—
6	—	32	3
7	—	1	29
Under 6	4	—	17
Law silent	13		

many, then, of these 5 year old children are receiving the type of education that is best for their successful school progress?

In states where both 4 and 5 year old children are admitted to kindergarten this problem of teaching reading at the 5 year level is often a real problem. Does not this legal age regulation challenge a close inspection of the adaptability of kindergarten curricula to the ages of children attending and of first grade teaching procedures?

Preparation of teachers: The certification regulations for kindergarten teachers in most of the States show gradual changes taking place in preparing teachers. In some States the kindergarten certificate is still a "special" certificate, classed with music and art. In other States a kindergartner may also be certificated as an elementary grade teacher. With the present care in selecting students for entrance to the teacher preparation institutions and the

increased years of training provided for them is it not a proper time to see if enabling laws for the education of young children should state certain minimum requirements for the teacher? Some States are at work revamping and simplifying their State certification of teachers. In so doing, could help be given in defining the qualifications required of the kindergarten-primary teachers, perhaps even the nursery-kindergarten-primary teachers?

COOPERATION IN PROVIDING LEGISLATION

This brief summary of present legislation continually refers to the part that interested community plays. Today, for purposes of economy, the kindergarten is one of the three services most affected by eliminations and curtailments. Without any other illustration the 15 States which enacted legislation for kindergartens in public education following the World's Fair demonstration suggest that legislation expresses a community's interest. In this case the people in the 15 States expressed a belief in educating children below the age of 6. One could go a step farther and say that this belief is part of a philosophy of life. Here is an individual, young in years, endowed with ability to act and with potential intelligence to manage and control that activity. From the very nature of human behavior this potential intelligence needs certain experience and guidance. The next statement is democratic in nature—all children have the right to an opportunity for adequate guidance. The kindergarten can give this guidance and adequate State laws should provide the best educational opportunities for young children as well as older ones.

Mr. Justice Holmes saw that through philosophy lay a road to the law, that the law itself was "a window looking out on life and destiny." "Philosophers teach us," he said, "that an idea is the first step toward an act. Beliefs, so far as they bear upon the attainment of a wish (as most beliefs do), lead, in the first place, to a social attitude and later to combined social action, that is, law." Hence, ever since it has existed the law expressed what men most strongly have be-

lieved and desired. "Radical changes are taking place in what men 'most strongly desire' and men are being activated by many interests often outside the philosophy of life they have previously accepted."¹ To retain or to enrich the philosophy of life regarding the educational status of young children, those assuming responsibilities of leadership have the support of such active organizations as the National Congress of Parents and Teachers, the American Association of University Women, the General Federation of Women's Clubs, and reports have also come of backing from the American Legion, the Federation of Labor, Rotary, Kiwanis, and professional women's civic organizations. Recently in one State where a change of school entrance age has been threatened, the legislative chairman of the American Association of University Women has helped to keep the "threat" from coming before the legislature. In California, the Congress of Parents and Teachers framed 10 tests for school laws which their organization will support. The first three of these tests are:

1. Education shall be the first business of the State.
2. Education shall be *free* to all from kindergarten to college, and equal educational opportunity shall be provided.
3. Education shall receive State support, with constitutional guarantee, as well as county and district aid.

In Connecticut the legislative chairman for the State Congress of Parents and Teachers sent to members of that organization a review of pending legislation. The duties of the organization in actively supporting or actively opposing the bills were described and included the following: "We oppose the bill which says that the school enumeration shall be from 6 to 16. If this becomes a law it would tend to close kindergartens and to make school entrance age six years. If the State lowers its educational program an inch the towns will lower their standards a foot. Help us save our schools and the standards of education we have now

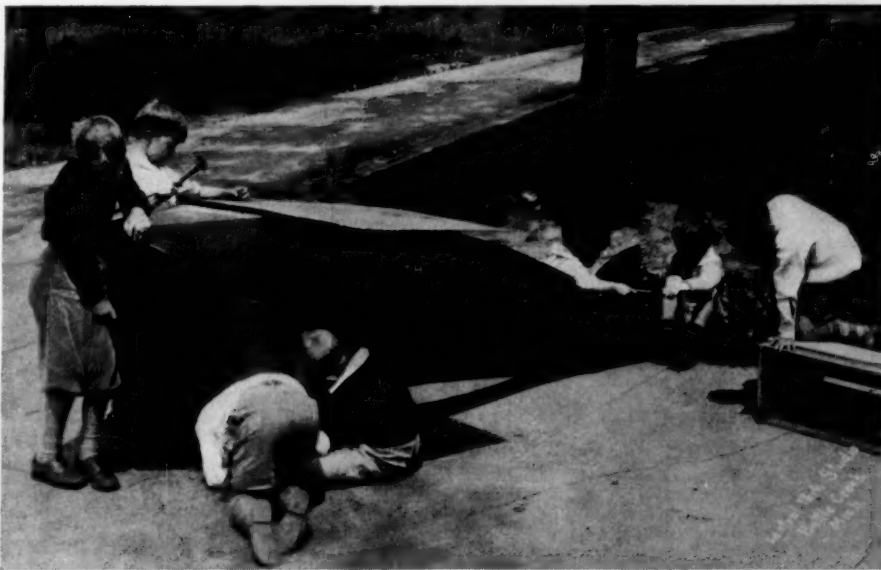
¹ Justice Oliver Wendell Holmes. *A Biography by Silas Bent*. The Vanguard Press, 1932.

attained that the children of our State shall not pay too big a price for this period of readjustment."

SUMMARY

During this conference we have been convinced that the four and five year old child should have a recognized educational status. We have been shown that this young child benefits from a systematic educational program, with all the changes that are taking place through economic conditions, a large responsibility rests with those of us who are convinced of these ideas to help communities hold them and provide for them as best they can. By community we may mean a town like Kenosha, Wisconsin, a county such as Westchester, or we may mean a whole State, such as Michigan. We might even go so far as to think of a "community" which needs to be thoroughly interested in the education of four

and five year old children as being the "community" of the United States. As a matter of fact other nations do, I believe, think of us as being a country committed to a philosophy of beginning education with young children. Just now how thorough-going we are in demonstrating our philosophy needs careful study. Do we meet changes in our ideals of school programs as casual and unproductive thinkers? Do we meet them with the fervor of the exhibitionist? Or are we a stabilizing factor in a disturbed community? "Legal sanction" and "ability to pay" need a stabilizer to bring them within speaking distance. Facts about the State law related to those of other States, and facts about the use of a State law serve both the leader in a program of protection and the worker in a classroom who recognizes the need for adjusting teaching programs in keeping with the changing social order.



Second Grade boys build an airplane.

Battle Creek, Michigan

Much Ado About Report Cards*

MARJORIE HARDY

Principal, Friends School, Germantown, Pennsylvania

MUCH ado about report cards in our kindergarten primary school was a wholesome agitation which became a point of departure for organizing a parents group for the purpose of explaining present practices in school, and the subsequent doing away with report cards.

The fact that report cards were, in 1930-1931, being sent home twice a year instead of four times a year concerned some of the parents who were in the habit of thinking of their children's progress in terms of academic standing rather than developing character, personality and real learning.

As a result of the parents' meetings there was a more active interest in the school by parents who always had been interested and who had stood behind the school and its endeavors but knew not how they might best help the school. Discussions in grade groups of the purposes and outcomes of present school practices led to the question of an intelligent way to give a report of the pupil's progress in school. This led to the formulation of a report card by the teachers of a kind that would clinch the points discussed in meetings and that would satisfy the parents. Incidentally, later, when it was sent home it brought to parents who did not attend meetings these purposes and outcomes in a way that assured the school they would be pondered over, for there was a column on the report card into which the parents were to put their checks on many of the same items checked by the teachers.

However, before this report card was put in its final form for use in 1931-1932 a mimeographed copy of it was given to the parents asking them for criticisms and suggestions. More helpful suggestions were received from parents after the cards had been checked, signed and returned to school

near the end of the second semester than were given before.

The report card just described served a very definite purpose at this time. The parents of each child were reached in a way that assured the school of some reaction on the part of parents. The chief criticism of the card was that even though detailed, it gave neither a picture of the child nor the understanding of the child, the school wished to give. Consequently the next step in 1932-1933 was to send no report cards home, but substitute for them the individual conferences with parents, one near the end of the first semester, and one near the end of the second semester.

To go from this rather detailed report card, which was sent home twice a year, to no report card may seem an abrupt change. It was, but the school felt that the parents were ready for it. It was felt that through the means of having individual conferences with parents would come:

1. A better understanding of the child for the teacher as well as for the parent.
2. A better understanding of the school curriculum.
3. A better understanding of the problem the school has in giving a report of pupil progress in a satisfactory way.
4. A stronger bond formed between home and school.
5. A means of educating the public to the worth of school practices.

In preparation for the conferences the teacher's part was to be able to tell how the child had progressed during the year using a goal sheet prepared by the school for each grade level as a basis for judging (each teacher had 25 or more children); and have ready to show to parents samples of the child's written work of various kinds.

The schedules for conferences were taken care of in the kindergarten-primary office

* Address delivered at Kindergarten-Primary Luncheon during the National Education Association, Chicago, July, 1933.

and with the teachers' approval were mailed to the parents on form sheets prepared for the purpose. Parents with more than one child were, for their convenience, scheduled for more than one conference on the same day. Accompanying each notice of conference was a mimeographed sheet stating the school's philosophy. The principal and the teachers planned a procedure to use in giving the reports at the conferences which would conserve the time of both parents and teacher. Suggestions were given the teacher for meeting individual differences in parents. The school counselor who gave the children standardized tests prepared for the teacher individual graphs for each child showing his progress and that of the group, and in the cases of children who fell below the median a line showing what the child had done sometime previous with the same kind of test.

At the time of conference the teacher:

1. Gave the parents an unchecked goal sheet for them to use as the teacher discussed the child in the light of that sheet. (The parents could take home the goal sheet.)
2. Showed the graph sheet after first stating its purpose and the use made of it.
3. Asked parents any questions about the child she wished and gave parents an opportunity to ask questions, to make comments and give suggestions.
4. At the last conference the parents were given a written statement to keep which summed up the child's characteristics.

The kindergarten-primary principal was present at each conference which concerned a child who in any way was having great difficulty in social behavior or in school work.

The teachers had one more thing to do—something upon which was placed much importance by the school, and that was a brief record of the conference written by the teacher in an examination book provided for the purpose—one book each for the parents of each child and to be used throughout the primary grades for recording conferences. Such points as the following were recorded:

1. Whether or not both parents attended the conference.
2. The reaction of parents to this conference method of giving reports.
3. A list of questions asked by parents and comments and suggestions given.
4. Significant facts gleaned by the teacher from the parents about the child.

It must be stated that 100 per cent of the teachers were for this method of reporting pupils' progress. The light thrown on the child through parent contacts as well as light thrown on the parents helped the teachers to go about their work of dealing with personalities more intelligently.

Let us see what was revealed by some of the teachers' records of conferences and through observation of parents.

I. Better Understanding of the Child by Teacher and Parent.

1. One mother said she liked this way of getting reports. She was surprised to have the teacher say one nice thing about her child.
2. Several parents told spontaneously of what parent the child was the favorite.
3. Interference and bullying of older brothers and sisters were reported.
4. A mother said she could see now that returning to school late in the fall did handicap a child.
5. The sudden nervousness in school of a child was understood when the mother reported that the child had been locked for half an hour in the rumble seat of a car and a few days later had the experience of being at the circus while a hurricane was raging, infuriating the animals and crashing tent poles. The child told his mother that if he had his life to live over he would not have so many awful things happen to him!
6. The teachers could sense many things in parent-child relationship from the conferences.

The conferences gave opportunities for teachers to help parents set up goals for home where eighteen of the twenty-four hours are spent. The parents were led to see that home and school programs should not interfere with each other.

Parents who had a great deal they wished

to talk over with the teacher were urged to come at another time and continue the discussion.

II. *Better Understanding of the School.*

1. Parents were glad to know more specifically than a card could tell just how the habits of behavior were expected to vary at the different age levels.
2. Several mothers remarked that they could see that the school was trying to do what the home was trying to do.
3. The following questions asked by a parent indicate that he considered things other than academic standing of importance.
 - a—Is Mary a good sport?
 - b—Is her disposition aggressive?
 - c—Has she the kind of mind that retains what she learns?
 - d—Is she over-competitive?
4. The goal sheets eliminated any question or doubts on the part of parents as to the place of the three R's on the curriculum. The graphs showed that objective evidence as well as subjective evidence was used in determining progress in the tool subjects.
5. Several parents expressed relief in knowing what their part was in the child's learning.
6. A father (a lawyer) expressed great surprise and interest when shown how each child's errors and difficulties in reading were diagnosed!
7. As a direct result of the conferences two children who had been withdrawn from school and entered in other schools (the parents sensing no difference in schools), were re-entered in our school.

III. *Better Understanding of the Problem of Reporting Pupil Progress which the School has.*

1. 98% of parents liked this way of reporting.
2. 35 fathers came to the conferences with the mothers.
3. Parents saw the place of the standardized test. They saw that while the graph showed the child's progress based on objective evidence it was the result of one test only and was a test of achievement rather than of ability.

IV. *Stronger Bond between School and Home.*

1. A greater number of parents visited school.
2. There was a better attendance and more activity at group grade meetings.
3. There was a better attendance, especially of fathers at the evening meetings.
4. Fewer complaints have come to the school started from a person's misunderstanding of school practice. Good constructive suggestions based on an intelligent understanding of school practices have been given by parents.

V. *Educating the Public.*

1. An elderly man with no children in the school greeted the principal outside of school with, "I think it fine the way the school knows each child and what he needs. Wonderful!" (Of course the school has studied individual needs for years but the public didn't realize it.)
2. More children from new families were entered for next year than was expected there would be in this time of depression.

CONCLUSION

It has been pointed out by educators how the "school's failure to make clear what the school is doing has led to disastrous entrenchments which are now being forced on the school systems during the present crisis." It has been suggested that superintendents and teachers are not in a position to enlighten the public but that the principals are.

- I. My belief is that it is up to the teachers to to it. They can do it through better teaching, the results of which speak for themselves and they can do it through individual conferences with parents for these reasons:
 1. No one understands better than the teacher the children in her care.
 2. No one understands the school curriculum as it is put into practice better than the teacher.
 3. The intimate contact with the parents over the concern of his child, his most precious possession, is far reaching and compelling, and it is at this time that it is best to make clear what the school is doing.
- II. My plea is for more scheduled intelligently directed conferences with parents

Fort
repro
focus

Some
table
truck
and
f

in which attention is focused on the child and school and home as a means of:

1. Making home and school places for developing a race of people who will learn a "way of living" which demands unselfishness, tolerance, dependableness, industriousness, good habits of work and "an emotional responsiveness to rich emotional stimuli, with an appreciation of the beautiful in music, in representative arts, in nature, in literature, in speech, coupled with moral obligation to

realize it."

2. Educating the public to their responsibility in making possible home and school conditions for this development—and by so doing at this time help to meet the present crisis in the schools.

Think what it would mean to the education of children if the parents of each kindergarten-primary school child met the teacher of his child in an intelligently directed conference!



Faith School, Atlanta, Georgia

Forty children are divided into small groups, each group busy with some work which when finished, will go towards the reproduction of the community center around which the children live. Only about thirty-one children happened to be in the focus of the camera.

Some of the activities pictured here are: modeling fruit and vegetables of clay for the grocery store; painting fruit and vegetables; making a mail box; putting on wheels for the bottom part of a mail truck; sawing windows for the top of the mail truck; sawing windows in a large box to make a community home; making booklets with pictures drawn of the community and printed stories composed by the children of each object drawn; drawing pictures of the community; making furniture for the home; hemming curtains for the home; making an apron for the mother of the home; painting a gas tank for the filling station; painting a bed for the home; and sawing wood for the base of a little automobile.

Organization of Nursery School Practice*

CLARA R. STRONG

Classroom Teacher, Highland Park, Michigan

THE nursery school operated in the Highland Park High School is a laboratory where the senior girls taking the Child Care course can put into practical use the principles learned in their class which meets once a week. The instruction necessary in the supervising of these girls (125 each semester) in the nursery school is simplified by the use of instruction sheets and progress charts.

The students taking this course are excused from all morning classes and one afternoon class one day each month to work in the nursery school. On the day they are scheduled for laboratory work, the students meet for one period before the children arrive to receive instructions for observation, to discuss important happenings of the previous day concerning the children so they can work more intelligently with them, and to receive their instruction sheets for work during the day.

Because of the changing personnel—eight different girls every sixteen or seventeen school days—devices and plans have been made so that the girls get a maximum amount of help out of each day they spend in the school.

Each time the student comes to nursery school she receives a different instruction sheet so that at the end of the semester she will have a well rounded idea of all the duties in the nursery school. These instructions, which are typewritten and are pasted on a stiff piece of cardboard, are permanent so that they may be left at the school and used each day by the different girls. This plan has been followed successfully for three years.

In working out the set of instructions it will be seen that at any time during the day the students are distributed in the places

they are needed and in the numbers they are needed. For example, at 8:30:

1. Girl number one is in the toilet room.
2. Girls number two and three help in the cloakroom.
3. Girl number four sees that every child has a drink of water.
4. Girls number five, six, seven and eight assist with the play period.

In that way there is no confusion on the part of the students or children.

The instructions are brief enough so the students do not have to make constant reference to them and still they are enough in detail so they do not have to ask many questions of the teacher in charge. This leaves her free to supervise other matters.

The following sets of instructions are the ones used in the winter time. These must be changed somewhat for warm weather when the children are out of doors most of the time, but the general plan is followed throughout the year.

NUMBER 1

- 8:30- 9:40 Toilet. See that all children go to the toilet after taking off their wraps and before starting to play. Stay in the toilet room till the last child arrives (about 9:15); then assist as needed during play period.
- 9:40- 9:45 Push tables and chairs aside to get ready for circle. See that the floor space is made as big as possible.
- 9:45-10:00 Observe circle.
- 10:00-10:10 Sit at table with fruit juice. First feed $\frac{1}{2}$ teaspoon cod liver oil to every child; then see that each child has his glass of fruit juice, puts his glass on the empty tray, wipes mouth on napkin and goes upstairs to toilet.
- 10:10-11:00 As soon as the first child comes down from upstairs with his wraps on, go outside. See that both gates

* Additional information is contained in a survey recently issued by the U. S. Office of Education, Nursery Schools, Their Development and Current Practices.

are hooked! (Read playground rules before going out—posted by door going out.) Get outside equipment in readiness for children. Supervise play where needed.

11:00–11:45 Come inside with the first group of children. Stay in cloakroom No. 1. See that the children take off and hang up wraps and put on house slippers. See that they go into the toilet room.

11:45–12:30 Eat with children. Keep food record cards. When first child is through at your table and you have finished your dessert, go up to the toilet room. (Girl number 5 takes care of all slow eaters at your table—hand the unfinished food cards to her.) When children have been to the toilet, see that they rinse their hands and are sent into the cloakroom to get sleeping suits on.

12:30–1:30 When the girls go to their sixth hour classes, help the children that are left upstairs both in the toilet room and with sleeping suits. Send them downstairs to the sleeping room. After the last child has come up from dinner and has been helped, go into the sleeping room outside. The children will be in bed at this time. Help to create a quiet atmosphere by being calm and quiet yourself. If necessary to speak, use a low voice. See that children stay covered well if weather is cold. Stay in sleeping room till relieved. Take children to toilet during naptime if necessary.

NUMBER 2

8:30–9:45 Cloakroom No. 2. See that children take off their wraps and put them into their lockers. See that they go into the toilet immediately afterwards. After arrival of the last child (about 9:15) prepare fruit juice in kitchen. Find out number of children present and prepare a glass for each child. If there is no tomato juice strained in the icebox, Dora, the cook, will do that when she arrives. Until

she gets it ready, put the correct number of glasses on a small tray and put the cod liver oil and spoons on another small tray. Have tables ready by the time circle is finished.

9:45–10:00 Observe circle.

10:00–11:45 After circle is finished, go immediately upstairs to the toilet so as to be there when the first child comes up from downstairs. See that every child goes to the toilet, flushes the toilet and rinses hands. After last child has been to the toilet, help in cloakrooms where needed. When the last child has been helped, go out on playground. (Read playground rules first, posted by door going out.) Be responsible for children on climbing apparatus. Stay out till last child comes in; then go to the third floor and help supervise rest hour.

11:45–12:30 Eat with the children. Keep food record cards. When the first child goes upstairs, go up to the toilet room and see that every child goes to the toilet and flushes the toilet. (Girl number 5 takes care of all slow eaters at your table—hand the unfinished food cards to her.)

1:30–2:30 Special work till 2:15 when children get up.

2:15 Go upstairs with the first child up from nap. Help take off sleeping suits. See that children go to the toilet as soon as possible after suits are removed—this helps prevent accidents. Then see that children have milk, get shoes and all wraps on and go outdoors to play till called for by parents. Go down to playground with the first child down and stay and supervise play till relieved by girl No. 6.

NUMBER 3

8:30–9:40 Stay in cloakroom No. 1. Help children take off wraps and put them into their lockers. See that they go into the toilet immediately afterwards. After arrival of last child (about 9:15), assist

during morning play period. Supervise table play.

- 9:40- 9:45 See that children put away the toys they are playing with *in the proper place*. (Shelves are labeled to help you.)
- 9:45-10:00 Observe circle.
- 10:00-11:00 After circle is finished, go immediately to cloakroom No. 1 and help the children with their wraps. (Be sure that the children have been to the toilet before putting on wraps.) After last child has gone out, wash fruit juice glasses and spoons. After this is done, go out on playground. (Read playground rules first, posted by door going out.) Supervise slide if children are on it.
- 11:00-11:45 Come inside with first group of children. In toilet room—see that all children wash face and hands and comb hair after they go to the toilet. (Read directions for this procedure on bathroom door before children come into toilet room.) After hair is combed, send children to third floor for rest before dinner.
- 11:45-12:30 Eat with children. Keep food record cards. When first child goes upstairs, go to cloakroom and help put on sleeping suits. (Girl number 5 takes care of all slow eaters at your table—hand her the unfinished food cards.)
- 1:30- 2:30 Go into the sleeping room outside, taking place of girl number 1. Be quiet, thereby helping the children to sleep as long as possible. If necessary to speak, use a low voice. See that the children stay covered well if weather is cold. Go upstairs with the first children up. Help take off sleeping suits and see that they are hung on the proper hook. Send children into toilet immediately after suits are hung up *before* putting on shoes. (This helps prevent accidents. If they wait until shoes are put on, sometimes accidents occur, especially with the younger ones.) See that children have milk as they come from the toilet room

before going into the cloakroom to put on shoes and wraps.

Important—Be sure to put on all wraps, overshoes, rubbers found in the child's locker.—See that they are well buttoned up. Send them outdoors to play. *Stay* till relieved.

NUMBER 4

- 8:30- 9:40 See that every child has a drink of water after wraps have been removed and before children go to the toilet. If any water is spilled see that it is wiped up.—Mop in the pail in the bathroom. At 9:15 bring empty glasses downstairs and wash them, or supervise one or two of the children washing them. Assist as needed at table play.
- 9:40- 9:45 See that the children put away the toys they are playing with in the proper places. (Shelves are labeled to help you.)
- 9:45-10:00 Sit in circle with children and participate in games, singing, etc.
- 10:00-11:00 After circle is finished, go immediately up to the toilet room. (Be there when first child comes up.) See that all children go to the toilet, flush the toilet and rinse their hands.—After last child has been to the toilet, put white mats on third floor for morning rest. Find out the number of children present and put one mat down for each child on floor. Put a blanket on each mat. After you have put down mats, put out beds and blankets in outdoor sleeping room. Outdoors. (Read playground rules first, posted by door going out.) Supervise activities in the sandbox.
- 11:00-11:15 Come in with first children. Stay in cloakroom No. 1. See that children take off and hang up wraps and put on bedroom slippers. See that they go into the toilet room.
- 11:15-11:45 Supervise setting of tables. One or two children will help. Find out which children are absent and set tables accordingly. (See table seating chart on bulletin board.)
- 11:45-12:30 Eat with children. Keep food

record cards. When first child goes upstairs and you have finished your dessert, go upstairs and help children put on sleeping suits.

- 2:30- 3:30 Go upstairs to the toilet room and help children as they come in. See that every child uses the toilet, flushes the toilet and rinses his hands. Accidents may be prevented by seeing that the child goes to the toilet *As soon as possible*. In case of accident, help child change clothes. Send children into the hallway to have milk. When all children have been to the toilet and had milk, go outside and help supervise play for the rest of the 8th hour.

NUMBER 5

- 8:30- 9:40 Assist downstairs during morning play period. Supervise clay work. If children are not playing with clay, assist at other table play.
- 9:40- 9:45 See that children put away clay and clay boards in the proper place. (Shelves are labeled to help you.)
- 9:45-10:00 Sit in circle and participate in games, singing, etc.
- 10:00-11:00 After circle is finished, go *immediately* to cloakroom No. 2 and assist the children in getting on their wraps to go outdoors. (Be sure that children have been to the toilet before putting on their wraps.) After the last child has gone out, go outdoors. (Read playground rules first, posted by door going out.) Be responsible for children on swings.
- 11:00-11:45 Come inside with first group of children. In toilet room—see that all children go to the toilet and flush the toilet. If there is no room at the bowls, have them sit on chairs and wait turn. (Read directions on bathroom door.)
- 11:45-12:30 Eat with children. Keep food record cards. Stay downstairs and help with slow eaters. Finish all food record cards—other girls will hand you their unfinished cards before going upstairs.
- 2:30- 3:30 Go upstairs to cloakroom No. 2. help take off sleeping suits and

see that they are put on the proper hook. Send children into the toilet room. After they have been to the toilet and had milk, they will come into the cloakroom again. Help put on shoes and outdoor wraps and send them outside to play.

Important! Be sure to put on all wraps, overshoes or rubbers found in the child's locker—see that they are well buttoned up.

After last child has gone outdoors, go down to sleeping room, fold blankets and put them into the box in the small room off the sleeping room. Then go outdoors and help supervise outdoor play. On Friday fold up beds and put them into the small room.

NUMBER 6

- 8:30- 9:35 Supervise painting. Set up easel and put paint in jars. Put child's name, date and remarks on each painting when finished. Have only one child painting at the easel at one time. Keep track of the other children who want to paint and see that they get turns in order.
- 9:35- 9:45 Wash paint cups and brushes. Pour clean paint back into jar. If paint is all dirty, wash out. Do this in the kitchen sink.
- 9:45-10:00 Observe circle.
- 10:00-11:00 After circle is finished, go *Immediately* to cloakroom No. 1 and assist the children in getting on their wraps to go outdoors. (Be sure that children have been to the toilet before putting on their wraps.) Stay till the last child has gone out. After last child has been helped, go downstairs and arrange the tables and chairs in proper place. Color of chairs correspond to color of table legs. Go outdoors. (Read playground rules first, posted by door going out.) Supervise children on teeter totter.
- 11:00-11:45 Come inside with the first group of children. Help in cloakroom No. 2 until first child is ready to go up on third floor from the bathroom. Go up with the first

CLOAKROOM PROGRESS														
CHILD CAN DO PROCESS	WRAPS					SHOES			HOUSE SLIPPERS	SLEEPING SUITS				★
	REMOVE WRAPS	HELP WITH PUT ON WRAPS	HELP WITH HANG UP WRAPS	REMOVE WRAPS	PUT ON SHOES	LACE SHOES	REMOVE SLIPPERS	PUT ON SLIPPERS	REMOVE SUIT	HELP WITH PUT ON SUIT	HELP WITH	ABLE TO DO ALL PROCESSES		
SALLY STRETCH	X		X	X	X	X	X	X	X	X		★		
DANA TOMLINSON	X	✓	1	X	X	✓	X	X	✓	10	✓	10		
SHIRLEY DUNN	✓	4	✓	3	X	X	✓	C	X	✓	X			

1. SNAPS
2. ZIPPERS
3. BUTTONS
4. SWEATER
5. COAT
6. JACKET
7. LEGGINGS
8. OVERSHOES
9. RUBBERS
10. TIES

outdoor play. Help put equipment away for the night—children help.

NUMBER 8

- 8:30- 9:40 Supervise water play. If children do not play in water, supervise table play.
- 9:40- 9:45 Push tables and chairs aside to get ready for circle. See that the floor space is made as big as possible.
- 9:45-10:00 Observe circle. See that any children not participating in the circle are quiet.
- 10:00-11:00 After circle is finished, go immediately to cloakroom No. 2 and help children with wraps. (Be sure that the children have been to toilet before putting on wraps.) After last child has been helped in your cloakroom, go downstairs and check shelves to see that all equipment has been put back in proper place. See labels. Go outside and help supervise outdoor play. (Read playground rules posted by door going out.)
- 11:00-11:45 Come inside with the first group of children. Stay in cloakroom No. 2. See that children take off and

hang up wraps and put on house slippers. See that they go into the toilet room.

- 11:45-12:30 Eat at end of serving table. As soon as the first child has finished eating and you have finished your dessert, go into the hallway upstairs and see that as the children come up from dinner, *all* are sent into the toilet room before getting into sleeping suits.

- 2:30- 3:30 Go upstairs to the toilet room and help children as they come in. See that every child uses the toilet, flushes the toilet and rinses his hands. Accidents may be prevented by seeing that the child goes to the toilet *as soon* as possible. In case of accident, help child change clothes—clean clothes are found in the top part of the child's locker. Send children into the hall to have milk.

When there are no children left in the toilet room, go outside and help supervise outdoor play. Help children put outdoor toys away for the night.

Since it is difficult for the students to know just how much help to give each in-

dividual child when they are in the school only five times during the semester, at intervals, the foregoing "Progress Charts" are posted in the bathroom and cloakroom. These charts are marked by the students and as a child progresses, his record is changed from 0 (Cannot help himself at all);

to \checkmark (Needs some help); to \times (Needs no help). As the girls observe these changes, they record them. Then when a child says, "I need help to lace my shoes," the student teacher can refer to the chart and see whether he really needs the help or whether he is playing for attention.



John B. Gordon School, Atlanta, Georgia

All of the class participated in this piece of creative work. A piece of unprinted news, 18 ft. by 6 ft. was used.

As the painting developed and the figures came to life under the stroke of the brush, the group standing by created a most delightful atmosphere. The gleam of the eye, the bursts of laughter, the conversation and humor constituted a most joyous stimulant and enrichment.

A little girl who was absent a few days during the development of the painting was met at the school entrance by one of the boys who took her by the hand and said, "Hurry, Lucile, and see. Ralph gave Little Black Sambo a green silk umbrella."

Creative English and Elementary Science

VERNA WATERMAN

Demonstration Teacher, Burriss Laboratory School, Ball State Teachers College, Muncie, Indiana

CREATIVE English, creative reading, creative art, creative thinking, words we hear so often. What do they mean in our educational scheme? How can the little child create? Too often we adults grossly underrate the child's ability to do creative work. We are often amazed when we stand by and give him a chance to create something, to find that he can do this very thing. True it may be crude when measured by adult standards of perfection. Yet sometimes it is not so crude even by this measure. At any rate the child has had the thrill of making something which is his own.

Too often anything that may approach creative work in the school is done by the teacher. The child's part is to watch her do this and copy so that he may be able to do this sort of thing when he becomes an adult. The child learns to skate by skating, not by watching some one else skate. Of course directions and watching some one else may play a part, but a small part, in his learning. Then why doesn't it follow that he improves his creative attempts by practicing and not by watching the teacher do it?

What part, then, does the teacher play in helping the child to grow and develop? How does the child build his standards of work so that they are higher this year than they were last year? Bringing about this growth in the child is not an easy task for the teacher. It requires careful planning to see that the stage is properly set to stimulate the child to put forth his best efforts. It requires skillful manipulation of materials, handling of discussions, and asking of questions to make the child realize that he has an idea, or that it is desirable to get an idea which he wants to express to his listeners, or a project which he wants to carry out for his own satisfaction or as a means of helping some one else. Then, too, the successful carrying out of this task

necessitates the teacher's sympathetic understanding of the problems the child will meet as he tries to give his idea or carry out the purpose he has in mind. It requires knowledge of available books and other materials to which the child may be directed in his efforts to solve his problem. The successful outcome of the boy's or girl's creative attempt will be best secured by the teacher's "hands off" attitude while the learner does the necessary fumbling to bring about his development as he works out his task. Though there are times when the teacher should give a little help, she must be a good judge of the kind and amount of help which is beneficial to the growth of the child and the kind and amount which retards his development. Perhaps, the best help the teacher can give is to make the child realize that she is, at all times, sympathetic with his attempts to create, and that she is interested in them and is waiting for more.

How and where can the child get ideas which he wants to express? From his experience, Hughes Mearns says "Children use language not as an end in itself, but as a means for the expression of thought and feeling."* The oral and written expression will follow quite naturally if they have many experiences to furnish thought and feeling. The home has a large part to play in the enrichment of the child's experience. The teacher, however, can use her resourcefulness to good advantage here. Excursions, visits to other rooms, social good times in the room, discussions, books, pictures, and questions to lead the child to observe more closely all help.

The third grade which did the work later described in this article made considerable use of the subject matter from elementary science for enrichment of experience and self-expression in language and art. The

* Hughes Mearns, *Creative Power*.

science work for the semester resolved itself into three units: one on moths and butterflies, one on seed distribution, and one composed of experiments as a means of developing the learner's appreciation and deepening his understanding of the wonders of nature.

At the beginning of the year the teacher had a conviction that the time had arrived when this class should be making a more definite first hand contact with, and a more direct study of some phase of nature than had previously been done in the more general observations of the second grade year. Just what unit of work should be started was not decided until the third day of school when one of the boys brought in a butterfly and moth collection which he had made during the summer. The children asked many questions about the moths and butterflies he had. It was suggested that the class go out to see how many kinds of moths and butterflies they could see. From observation and rather careful reading which the class did, in books from the school library, town library, home libraries, and magazines found here and there, the following items of information were brought out in the class discussions:

- How to distinguish a moth from a butterfly
- The many different kinds of butterflies and moths
- Varied coloring and designs
- Foods of caterpillars and butterflies, how secured
- Difference in kind and amount of care of the eggs of the butterfly and ant
- Transformation of the caterpillar into the moth or butterfly (As one child said, she thought one of nature's biggest surprises was that a beautiful butterfly came from a caterpillar.)

Much purposeful reading for gaining information was done, and many oral reports for sharing this information with other members of the class were given. Fact gathering, however, was not the thing uppermost in the minds of the teacher or the class. It was just an interesting science experience for the children and they came to enjoy the butterflies and caterpillars

and to regard them as old friends. Because of their interest in butterflies many of the children voluntarily read stories about other insects. They observed these when opportunity offered, though not as much in detail as butterflies and caterpillars. The teacher thinking that perhaps enough had been done with insects for the present did nothing to develop further interest or study of ants or bees, though the children still seemed interested in this phase of nature study.

Each child made a book in which he put his written compositions for the year. As their books grew they began to feel more and more proud of them because they contained their own expression in words and pictures. Names suggested for these books were: *The World About Us*, *Nature Book*, *Animals and Children*, *Outdoor Land*. A large part of the class chose *The World About Us*. The reason was given by one child, "I took this name because I can put in stories and poems about everything." Perhaps, an idea of the class appreciation and interest in the observations and the study made can best be given through a few of their written compositions taken from their books. They have been chosen to show as great a variety of science interest as possible, as well as to show the use the children made of science material in self-expression.

You may say, "Before we read the compositions, we should like to know the conditions under which they were written." A part of the work was done in free periods when the children who cared to do so worked on their books. Occasionally, when the oral discussions reached a high point of interest, the teacher would suggest that, since there was not time for everyone to tell his story, it might be a good plan to write them so they could be read later. At other times the teacher suggested that there were now a few minutes which might be used for working on the books. Following Hughes Mearns's suggestion, a drawer, called the poetry drawer, was provided in the teacher's desk for voluntary contributions.* The

* Hughes Mearns, *Creative Power*.

writing was first done on scratch paper and copied in the books after it was revised and was considered by the child to be his best effort. Many words were spelled by the teacher as they were needed. Later mimeographed alphabetized lists of common words were made. The child often used these to correct his spelling after the paper was written or to find how to spell the words as he wrote. Sometimes, when a child was having trouble in finding the word he wanted to express his thought, he would appeal to the class for help.

THE CATERPILLAR

Appetite bug! appetite bug!
Creeping and crawling along
Stop eating and rest or make a nest.

Edith Mae and Class

HAPPY LITTLE BUTTERFLY

Happy little butterfly
I see you in the air
I see you all through the day
But I do not at night—so there.

Dorothy Ruth

THE BUTTERFLY

Graceful little butterfly
Floating through the air
I think you would match the sun
If you could fly up there.

Eloise

BUTTERFLIES

Butterflies who fly so high
You look like airplanes in the sky.
Your wings shine like silver and gold
As you flash about the yellow sun.

Class

THE WOOLLY BEAR

Once the third grade had a woolly bear.
Franklin went and got a stick and put it in a jar. In two days the caterpillar started to spin his cocoon. When it was half done it looked like grey hair. We are watching it nearly all the time.

Paul

THE MONARCH

I am a caterpillar. I eat milk weed. I eat and eat. I eat so much that I burst. Then I have a new skin. I burst again. I am a butterfly. My name is Monarch. I am orange and black. I fly in the day time. I get in a flower and get

the nectar out of it. When I eat my tongue rolls out.

Kathryn

THE MOTH

One night I saw a moth in the moonlight. The night went on and I had to go to bed. Next morning I got up and looked where the moon had been, but the beautiful moth was gone.

Mary

THE SILK MOTH

Once a silk moth laid some eggs. I was in one of them. One day I came out a caterpillar. I turned around and ate the eggshell up. I ate and ate until I burst. Then I was restless. I spun a cocoon. I was a pupa.

One day I came out of the cocoon. I was a silk moth. I flew to a mulberry tree and laid some eggs like my mother's.

Franklin

Burriss School,
Muncie, Indiana.
March 30, 1931

Dear Selwyn,

When we were on our vacation your chrysalis burst. The butterfly came out. When we came to school we were all so surprised. We think it is a black swallowtail. We fed it water with sugar in it. We are sorry you are not here to see it.

Your friend,

Elaine Hughes

THE HUNGRY ANTS

The Ants were hungry. They didn't have anything to eat. But one ant went to get food. He found a caterpillar and brought it home. All the other ants gathered around. He said, "You ants didn't help to bring it so you don't get any."

Marjorie Ann

THE NAUGHTY FLY

Once there was a fly. It was a naughty fly. I'll tell the reason why. He gets in the garbage can and then comes to the table and gets in the food. He would get in my milk and get in the pie. One time I told my mother about the dirty little fly. So she went and bought a fly swatter. She killed every fly in the house.

Dorothy Jane

THE LITTLE BOY AND THE MOTH

Once upon a time there was a little boy. This boy had heard of moths. One evening he said

to his mother, "I am going to stay up all night. And I am going to catch some moths." So he waited for one hour. Then he spied a moth. He ran out and caught the moth. When he saw that the moth wanted to get away he let it go and it flew away. That was the end of the little boy's moth hunting.

Franklin

Following is a stenographic report of a play made and given by the children to entertain another grade. The children worked out the dance to fit the music. The background used for the play was made from paper cut to represent trees, flowers, and a house in the distance. Under the guidance of the art teacher a committee of children planned the background, cut the paper and placed it on the beaver-board frame work. The costumes were made by the children of bright colored cambric. The wings for the butterflies were made of the same material with paper designs pasted on. The playlet was named, "Moths and Butterflies." It followed the butterfly dance and song.

MOTHS AND BUTTERFLIES

Scene I

Jack: (Leading in a boy dressed as a caterpillar) Oh, boys and girls, look what I found!

Mary: What is it?

Helen: Where did you find it?

Jack: I found it on a milk-weed.

Louise: It must be a monarch caterpillar, and it must eat milk-weed.

Jack: I don't know. We will have to wait and see.

Mary: Yes, if we want to know very much about it we will have to study very hard.

Bobby: I'll say so.

Paul: Let's go get a jar.

Bobby: Let's get some clover and some milk-weed.

CURTAIN

Scene II

Jack: (Leading a girl dressed as a butterfly) This morning when I got up and looked in the jar my caterpillar had turned into a butterfly. It is a monarch butterfly.

Louise: Yes, I thought it would be that. Isn't it pretty? I think the designs on it are so pretty.

Margaret: (Leading in a girl dressed as a moth) Look, boys and girls, I had a cocoon at

home and it changed into this cecropia moth. It is prettier than the monarch butterfly.

Bobby: The monarch is pretty too. They are both pretty. The monarch is king of all the butterflies.

Jack: I wonder where their tongues are. See it is about two inches long.

CURTAIN

The unit on seed distribution originated in a reading period when some of the children were reading Stone's *Silent Reader*, Book III, pages 94-106. From an excursion made for the purpose and from collections brought in by individual children many seeds were gathered. These were put on charts under headings suggested by the above mentioned reader.

1. Seeds That Sail (seeds with wings—maple, catalpa, trumpet vine etc.).
2. Seeds That Float (seeds with silky wings—milk-weed, dandelion etc.).
3. Seeds That Roll (radish, rose, nuts etc.).
4. Seeds That are Carried (burrs, berries, fruit, nuts etc.).

Some of these charts were used in a display cabinet. This furnished a purpose for making them. Some of the language expression which grew out of this study follows:

THE SEED AND THE BROWNIE

Buzz! Buzz! I am a very busy bee. I go from flower to flower making honey for my family. One day I came to a seed pod with a brownie in it. The pod burst open. It scared me. I stung him on the nose.

Donald

THE SEED AND THE FAIRY

Once upon a time there was a little seed. It wanted to sail away. So it wished very hard.

Soon a fairy came along. She asked the little seed what it wanted. The seed told the fairy it wanted to fly away. So the fairy said its wish would come true. The fairy made the wind blow and the seed flew very fast.

Carolyn

THE STICKERS

Oh my! I got some stickers on my stockings. I believe I will take them off and get out of the weeds. These seeds have been stealing a ride on my stockings.

Bryan

THE MAPLE SEED

We found a maple seed. At one end of the seed there is a little sail. The sail carries the seed about. The seed falls on the ground and there it grows.

Franklin

OUR TRIP

This morning my teacher, my class, and I went into the woods near the College. We found some galls. They were on the leaves tight. They looked as if they lived there.

We found many seeds too. We found seeds called fly-away seeds. They had soft wings on them. Another kind was called coast-away seeds. The pods were almost like the sleds that we play with. We found another kind of seed too. It was called a sticktight. It seemed to me that they were trying to steal rides by sticking to people's clothes.

Marciele

A SAIL

A little brownie went sailing one day
On a seed that looked like a boat
He pointed to the east because he was
going that way
On the seed that he was going to float.

Marciele

THE LITTLE SEED

O little seed!
O little seed!
I love your umbrella
So soft and white and fluffy
You take the seed a-sailing
To get a new home.

Edith Mae

Because of the interest that many children have in experimenting, a few simple ones with water were made. They were the ones usually done in the school room. From these the children found that water expands when it freezes, that it evaporates, that it dissolves certain substances, that some things float on water, that vapor condenses when it strikes something cold. These qualities of water and their uses were discussed by the class. They wrote up a few of the experiments and put them in their books.

Later the teacher read poems and stories about snow and rain to the children. They talked about the poetic expressions which they liked. Some of these and other phrases

they made which might describe snow and rain were put on the black-board, "fairy snowflakes, whirling snowflakes, soft and fluffy, feathery snowflakes, pitter, patter of the raindrops, the driving drops in a heavy rain, the fierce winds of the rainstorm, ships lost at sea, a blizzard." Following are a few of the compositions which came in from time to time later.

AN EXPERIMENT

We set a jar of water outside the window. Next morning what do you think had happened? It had frozen into ice. The water grew bigger and burst the bottle.

Mary

SNOW

Snow is the fairies' airplanes. Brownies use them too. The castle is just a dream. But when summer comes the airplanes are the raindrops. Then the castle is filled with diamonds.

Selwyn

SNOWFLAKES

I love the little snowflakes sailing on high,
They seem to come out of the sky.
They come down like feathers whirling
around and around.

Franklin

Richard's poem, *The Stormy Night* was given in a rest period. The day was very dark. The lights had been turned out. The wind was blowing. The children had their heads on their desks resting, when Richard arose and began,

"Trees bending back and forth
Shutters and windowpanes rattling"

Some one suggested "Rattling and banging." Richard accept the addition. The teacher wrote the two lines on the board. Richard said he wanted the brownies to run out of their dens, but he didn't want to use the word "running." "Dancing" was suggested but discarded. Finally "rushing" was agreed upon. "To and fro" was suggested by a little girl because she had found it in a story. "Peeping in the windows, dodging the shadows," was given by Richard. Then he wanted a line about the dogs. Some one gave "Dogs barking all night long." Richard said "No, barking won't

do." He said "You know how they moan when it is stormy." So they took "Dogs moaning all night long." Then some one contributed as an ending, "Oh, what a stormy night it was."

A STORMY NIGHT

Trees bending back and forth
Shutters and windowpanes rattling and banging
Brownies rushing to and fro
Peeping in the windows, dodging the shadows
Dogs moaning all night long
Oh, what a stormy night it was

Richard and Class

Some of the books which the children found most helpful in their reading were:

By the Roadside, by Fannie Wyche Dunn and Eleanor Troxell (Row, Peterson and Co.)

The New Path to Reading, Book II, by Anna Cordts (Ginn and Company)

Make and Make Believe, by Arthur I. Gates and Miriam Huber (Macmillan Company)

Stone's Silent Reading, Book III, by Clarence R. Stone (Houghton Mifflin Company)

First Lessons in Nature Study, by Edith M. Patch (Macmillan Company)

Nature Study for Boys and Girls, Grades III-V, by McIndoo (McIndoo Pub. Co.)

Stories of Animal Life, by Florence Bass (D. C. Heath and Company)

Elementary Science by Grades, Book II, by Frank W. Ballou, Ellis G. Persing and Elizabeth K. Peeples (D. Appleton and Co.)

Moths and Butterflies, by Lina M. Johns and May Averill (F. A. Owen Pub. Co.)

Handbook of Nature Study, by Anna Botsford Comstock (Comstock Pub. Co. Ithaca, N.Y.)

Late October

I found ten kinds of wild flowers growing,
On a steely day that looked like snowing:
Queen Anne's lace, and blue heal-all,
A buttercup, straggling, grown too tall,
A rusty aster, a chicory flower—
Ten I found in half an hour.
The air was blurred with dry leaves flying,
Gold and scarlet, gaily dying.
A squirrel ran off with a nut in his mouth,
And always, always, flying south,
Twittering, the birds went by
Flickering sharp against the sky,
Some in great bows, some in wedges,
Some in bands with wavering edges;
Flocks and flocks were flying over
With the north wind for their drover.
"Flowers," I said, "you'd better go,
Surely it's coming on for snow."—
They did not heed me, nor heed the birds,
Twittering thin, far-fallen words—
The others thought of to-morrow, but they
Only remembered yesterday.

—SARA TEASDALE in *Stars To-Night*. (Macmillan.)

Integration of Kindergarten and First Grade Work

MYRL MILLER AND MYRTLE B. WILSON

Kindergarten and First Grade Teachers, Flint, Michigan

FOR several semesters we have been trying to bridge the gap that seemed to exist when children left the kindergarten to enter first grade. Each year as time for promotion came we tried to anticipate the needs of the class for their new environment and work, and to meet them as nearly as possible. Each year we have come nearer realizing our desire, until at the last mid-year promotion this seeming gap was entirely changed into a smooth, easy path, over which the children traveled with a genuine desire, an interest and a readiness for first grade work.

The activity which is reported was begun in January and promotion took place the first of February. If the long summer vacation had intervened between promotion day and entrance to first grade, a different procedure would have been necessary. After the experiences which brought the kindergarten children and first grade teacher together and established their friendship before promotion day, a plan for the summer could have been formed. This could have been to visit a farm if possible, to get acquainted with the domestic animals and fowls there, and to tell each other about them when every one returned to school in September.

WE GET ACQUAINTED

The Book Making

After the holidays a few of the children were drawing some very good pictures. It was suggested to them that the pictures be fastened together and made into a book. This suggestion was accepted and undertaken with interest. The books grew in size, sometimes two pages a day, until most of them contained eight or ten pages. The making of the books attracted other children in the class until nearly one-third was participating.

Again, another suggestion was given:—perhaps the first grade teacher (Mrs. W.) if asked, would write the titles under the pictures. The children who were to be promoted to first grade at the end of the semester would then possess a book to take with them. This suggestion pleased the children and two of them went to interview Mrs. W. She agreed most willingly, and then and there began the acquaintance between the children and Mrs. W. which served to make the change to first grade fascinating rather than a thing to be dreaded;—they had a friend to go to—not all was new and strange. At noon, between bells, the path between the kindergarten and first grade rooms was kept busy with little feet as they carried the pictures to be named.

The acquaintance was soon established and Mrs. W. became a real and loved person to the children. During the kindergarten work hour, at least four children would daily make something for her. They looked forward with interest and delight to the time when the great day of promotion would arrive. The reluctance at leaving kindergarten which some children had expressed, vanished, and was replaced with a pleasant anticipation.

Mrs. W. talked with the children about the pictures as they took their books to her, and aroused ideas as to other pictures that they might draw, keeping in mind some of the stories which would be introduced first in the new grade.

The kindergarten paper supply did not include colored paper of a size 12×18 inches for covers, so a call was made on the Art teacher, who said she could supply the need. Going for the paper, as it was needed, afforded much pleasure and a sense of independence for the children as the Art room was in a part of the building not wholly familiar to them.

The interest that this experience was providing for those participating, was very evident and found its way into the home.

The children would ask to take their books home to show to mother, and some would add pictures at home.

One day a mother came to school and expressed an interest in the style of writing that was used in first grade. It was explained to her that the writing used was Manuscript, a simple form of print. She said before she had seen the book her child was making, she was reminded that she did not make her letters correctly. When the book was taken home and shown to her she was asked to look at the letters carefully so that she could make them just as Mrs. W. did.

The Excursion

One day there came to the kindergarten an invitation from Mrs. W. She asked the children to go walking on the following day with her to visit some ducks and hens in a nearby yard. The invitation afforded much pleasure and two children were chosen to carry the message of acceptance and thank Mrs. W.

This particular excursion was planned because the teacher knew that it would lead to interests introduced in the first lessons of the primer.

THOUGHT AND PRINTED SYMBOLS

Recording Excursion Experiences

This excursion was one most enjoyable and worthwhile, for from it came material on which the first grade pre-primer reading was based.

Upon returning from the visit to the ducks and hens, the children went to the first grade room, hung their wraps in the lockers and sat in the first grade chairs—their second introduction to their new environment. Here, while in this room, they composed a story to tell their kindergarten teachers all they had seen. The story was first written on the blackboard and later made into a chart.

OUR WALK

We took a walk.
We saw three ducks.
We saw nine hens.
We saw one egg.

The following day this story was to be called for by a committee chosen, and taken as a surprise to the kindergarten teachers.

The children then returned to their room

bubbling over with tomorrow's surprise. It took much self-control on the part of many to keep the secret. Nevertheless, the surprise was kept by the children, and the following afternoon, anticipation, interest, and real pleasure were in evidence, until the committee brought in the chart.

The Surprise

The chart was called for and taken to the kindergarten teacher for her to read. Of course, every child wished to tell the story, and nearly every child could. Here was a new kind of picture and one in which each child had participated. All were delighted with it. It was a new way of telling what they had seen, a new way of expressing their thoughts.

NEW INTEREST AND WORK HOUR

During the work hour of the afternoon, drawings of children taking a walk; of ducks, of hens, and of eggs, were made with crayolas. The best ones were later chosen to illustrate the story. The chart with its illustrations added was to be Mrs. W.'s surprise for the following day.

Hens and ducks of clay and paint suggested the making of a wire pen. The sticks were available in the kindergarten, but no wire was at hand. Different kinds of wire were brought from home, but none were of the right kind. So to provide the wire a committee was chosen to go with Mrs. W. and Miss M. to a down town store and make the purchase. The pen was not completed before the day of promotion, so it was taken with the children as work to be finished.

Two more chart stories, "The Three Ducks" and "The Nine Hens" were made during the remaining two weeks previous to semester closing. These were made in the same manner as the first and with the same results of interest and pleasure. No effort was made to have the children read them. For the children it was a new way of telling others about their happy experiences.

PROMOTION DAY

School closed on Thursday. On the following Monday when the longed-for day arrived, the children in their new environment, found much that was familiar. There

was Mrs. W. with whom they were well acquainted, the charts they had made, their name tags in a pocket on the wall, the pictures they had used, the clay hens and ducks and the unfinished pen. There was sufficient to make them feel much at home, and desire, courage, and confidence to attack the new work.

INTEREST IN CHARTS

Reading Old Charts and Writing New Ones

The first morning, the children with Mrs. W. read the charts. The reading program came naturally and with ease, and no waste of time. During the conversation about the walk, mention was made of the egg that was seen, which leads to the making of the first chart in first grade.

THE ONE EGG

The egg was white.
The egg was in the nest.
A hen laid the egg.

The Postman

A few days later the postman stopped at the first grade room for information. The children were so interested in him and his dog that was with him, that they wished to invite him into the room. He was so pleased to come in, and Oh! the joy his visit brought.

After he had left Junior said, "Let's make a chart about the postman."

THE POSTMAN

The postman came to our door.
He had a big black dog.
The dog's name was King.

Next, cut-out pictures of the postman and King were chosen by the children to illustrate the chart. When the chart was finished, the postman was invited to see his picture. His pleasure and hearty laugh were a delight to the children. He told them of another pet he had, an alligator, and said when the weather was warmer he would bring it in his mail bag for them to see. Needless to say, the children are all anticipating and wishing for warmer weather.

Sharing the Charts with Others

Interest and pleasure still maintained in reading and re-reading the charts; the old as well as the new were enjoyed. Invitations

were sent to the kindergarten to come and hear the charts read. The same invitation was extended to visitors coming into the room.

Mrs. W. led the children to see that they read from left to right. They began to pick out the line that told the dog's name, where the egg was, and the color of the hen.

A VISIT FROM JANE THE HEN

The Invitation

Since the children had visited the hens and ducks, they decided they would invite one hen to return their visit. So the invitation was sent and the reply anxiously awaited. When the word came that Mrs. Hen would accept and arrive Tuesday, there were plans and preparations a-plenty to be made.

Preparations

These included dimensions and materials for the pen, and making the pen, the nest, the perch; providing food and a pan for water. The activity was rich in material for charts and the bulletin board. The interest in doing was at its height. Everyone had a share and when Mrs. Hen arrived on Tuesday all was ready for her.

The Visit

Tuesday morning the children came in eagerly anticipating their visitor, and there she sat on her nest. Conduct on their part had been talked of previous to her coming, so everyone walked about on tip-toe, spoke in quiet voices, and stood not too close to her pen.

In their conversation were heard these questions:

"How does she talk with her mouth shut,"
"Where are her ears?"
"Does she have teeth?"
"What shall we call her?"

Other comments were:

"Watch her neck go in and out when she walks."
"Watch her head go back when she drinks."

The latter recalled to Mrs. W. the song "When a Little Chicken Drinks." from Neidlinger, which she taught.

Invitations were sent to different rooms inviting others to come and see Jane (the

name chosen for the hen), and she became quite popular.

The one desire was to have Jane lay an egg, and one child brought a glass egg and placed it in the nest for encouragement.

It was explained to the children that hens do not lay eggs every day, and as Jane had laid an egg the day before, perhaps she would not lay one while on her visit. If she did not, they were told not to be disappointed.

Jane did not lay an egg in school, but the message came to the children that she laid an egg in her own nest the day after she returned home.

One morning, Tom came to school and said, "I dreamed the hen laid six eggs; I picked one out and it was broken." This was made into a chart and named "Tom's dream."

The day before Jane went home her picture was taken. This besides enriching the experience, had a particular use which will be related later in the report.

OTHER CHARTS

Jane's visit was most worthwhile. It increased observation, added information, and provided valuable material for the reading charts and the bulletin board.

Other charts were made and illustrated:

The Hen's Pen
The Hen's First Day
Jane, the Hen
A Riddle

In making these charts Mrs. W. constantly kept in mind the primer vocabulary. She led the children to build the charts with some of the words used in the primer.

A chart *A Riddle* provided real fun, and was thoroughly enjoyed. Any visitor coming to the room, whether teacher, principal, or supervisor, had to guess the riddle and soon caught the spirit of fun which meant so much to the children.

A RIDDLE

My name is Jane.
I am black and white.
I say, "Cluck, Cluck."
What am I?

Original riddles were sent in from the kindergarten for the children to continue

their guessing games, and the fun grew. Soon the children were able to make the charts by using separate strips on which the sentences were written, also to find and frame phrases composing a sentence. Separate words as egg, hen, King, Jane, were easily and quickly found.

THE FIRST READING BOOK

Multistamp copies of each story were given the children. With these they made their first reading book. The book contained an index, numbered pages, self-illustrated pictures and best of all a picture of Jane, the one Mrs. W. had taken during the hen's visit.

FROM CHART TO PRIMER

Work with the charts continued for a period of from four to six weeks at the end of which time the primer was brought into use. Again when the change from chart to primer came the children recognized old friends which gave them a pleasant surprise and an interest and confidence to attack a thought or story presented in a slightly different way.

STIMULATION OF OTHER SUBJECTS

Poetry, stories, picture books, picture study, music, and games have been linked up with Jane, the hen, and the excursion, and have included:

STORIES

The Little Red Hen
The Cock, the Mouse, and the Little Red Hen
Chicken Little
The Little Chicken that Would not go to Bed
The Rooster and the Hens
Little Half Chick
Farmer in the Dell

RHYMES AND POEMS

Humpty Dumpty
Higgeldy Piggeldy
The Reason

SONGS

When A Little Chick Drinks
Mother Hen
The Hen
The Duck and the Hen

OUTCOMES

That this has been a worthwhile experience for both children and teacher has been proven.

For the children, it is seen in their pleasure, attitude toward reading, interest and readiness to participate in the experiences of the school room and in their response, whether it was feeding the hen, composing the story, matching sentences, or making a book. It is indeed evident that when a child finds joy, pleasure, and interest in what he is doing, there is sure to be progress.

The experience has been worthwhile for the teachers, as it has proven that the proper approach made in the proper way with the child's well-being kept ever in view, enables children to make the transition from kindergarten to first grade with a desire and an anticipation as genuine as that with which they began their first school days.

BIBLIOGRAPHY

CHILDREN'S STORY AND PICTURE BOOKS

1. *Four Footed Friends*—Sam'l. Gabriel & Sons Co.
Friends in Fur and Feather
The Little Red Hen
2. (One of the Playroom Rag Books) *Chicken*
Little Harper & Brothers Pub. Co.
3. Smith, E. Boyd—*Chicken World*—G. P. Putnam Sons & Co.

TEACHER'S REFERENCE BOOKS

1. Stories
 - a. Bailey & Lewis *Little Half Chick*—Milton Bradley & Co.

- b. Deihl, Edna Groff *The Little Chicken that Would Not Go to Bed*—Sam'l Garbriel & Sons Co.
- c. Hader, Berta & Elmer *Farmer in the Dell* Macmillan Pub. Co.
- d. Mitchell, Lucy Sprague—*Here and Now Story Book*—E. P. Dutton—"The Rooster and the Hens."
- e. Piper, Watty *The Gateway to Storyland*—The Platt & Munk Co. Inc. "The Cock, The Mouse, and The Little Red Hen"

2. Rhymes and Poems

- a. Aldis, Dorothy *Everything & Anything*—Minton Balch & Co. "The Reason"
- b. Mother Goose *Higgeldy Piggeldy Humpty Dumpty*

3. Songs

- a. Coleman & Thorn—*Singing Time*—The John Day Co. "Mother Hen"
- b. Jones & Barbour—*Childland in Song & Rhythm*—The Arthur P. Schmidt Co. "The Hen"
- c. Neidlinger—*Short Songs for Small Singers*—G. Schirmer Co. "When a Little Chicken Drinks"
- d. *The Music Hour in the Kindergarten & First Grade* Silver, Burdett & Co.—"The Duck and the Hen"

4. Magazine and Bulletin

- a. Childhood Education—March, 1932
- b. Nature Study Units and Suggestions for Early Elementary Grades
Compiled by Research Committee,
Michigan Association for Childhood Education, *Our White Hen*



Kindergartens have been dropped from the program of education in some communities. This is not economy. Young children, particularly in the congested areas of our cities, need now more than at any other time the service which the schools can offer. It is precisely at this time that their homes are at least able to care for them and to provide for them the activities and the social contacts which are essential for their normal growth and development. DR. GEORGE DRAYTON STRAYER, *Financing Education During the Period of the Depression, School and in Society*, July 1, 1933.



We had our own Piggly Wiggly store.

San Antonio, Texas



Whittier School, Logan, Utah

This Second Grade had a circus unit. The activity culminated in a circus parade, with a program of entertainment.

High Lights of the Denver Convention*

MARY E. LEEPER

Executive Secretary, Association for Childhood Education, Washington, D. C.

LIGHTS strongly influence our daily lives. There are *guiding lights* that hold us to the safe course and show us the way just as the high, clear and strong lights point out the path for the night mail planes. There are *protecting lights* that tell us when to stop and change and go, the red, yellow and green traffic lights. There are *inspirational lights*, warming and comforting, like candle light and the light of an open fire. All of these lights we found in Denver.

There were many *guiding lights* pointing out the safest courses for teachers of young children to follow. These were found in:

1. The morning spent in visiting the Denver schools.
2. The educational and commercial exhibits.
3. The group discussions where there was active participation by many teachers.

The discussion on *Reading Disabilities* was of intense interest to many.

The discussion of the *Conference Period* particularly emphasized the needs of the individual child, the need of the teacher to organize her own thinking, and the dangers of routine criticism.

The group discussing *Creative Music* not only listened to excellent talks on underlying theories but saw instruments made by children in the Denver schools and heard songs whose words and music had developed from the experiences and emotions of children.

The discussion on *Meeting the Present Emergency in Education* brought out studies of the various methods used by different communities to retain kindergartens when their existence was threatened. These case studies came from Massachusetts, Minnesota, California, Oklahoma and Wisconsin. All pointed to the fact that a community

truly aroused to the needs of little children will *not* let their kindergartens close. It was at this conference that Dr. Mary Dabney Davis of the U. S. Office of Education urged every primary and kindergarten teacher to undertake some piece of systematic research in order that she might have real facts concerning children's learnings and development to place before the citizens of her own community. Dr. Davis volunteered to assist in such an undertaking any one who would write to her and ask for help.

At this same conference Miss Wahlert of St. Louis said:

"Today more than ever, parents and teachers must get together to think in terms of child welfare, take an inventory of what the home can do—where the school must supplement if children are to come through this era with fewer scars. Parents have had no preparation for these rapid social and economic changes. With the rapid shifting in the patterns of home life, with practices and attitudes no longer accepted or seeming to work—can children stand the stress and strain? This common interest—the welfare of children can bring the home and teacher closer together. It will be the teacher's responsibility to bring this about.

"Everywhere about us, we are aware of the insecurity of institutions—ideals—old standards. Unfortunately there are many places in this country where insecurity is felt by the teacher as well as by the rest of the wage earners, but she puts aside all feeling of self and helps the children get their only feeling of security from her. The school is just the same happy place even if the rest of the world is in a sorry mess. The teacher is the one who is the same."

From our *guiding lights* we turn to the *traffic lights* of red, yellow and green. These lights prevent our accidents, demanding that we stop, or change or go. Dr. Reynolds of the Horace Mann School provided the red stop light, the light that says "Pause

* A report of the Annual Convention of the A.C.E. held in Denver, Colorado, June 28-July 1, 1933, given before the Conference of the Kindergarten-Primary Department of the N.E.A. in Chicago, July 5, 1933.

and Consider," when he called attention to the 28,000,000 children and the schools set up to prepare them for life. Dr. Reynolds believes the modern school for the modern child should develop within him four simple powers:

To know things
To do things
To think things
To feel things

"A modern school should determine as scientifically as possible, what, out of the great mass of human learning, it is worth while for a boy or girl to know.

"Yes, the modern school should teach children to know the truth. Let them know the truth about our politics, our economic system, our social injustice, our wars. Let them know what liberty is, but let them also know where it does not exist: Let them get the American concept of equality but let them know where in America equality is but a name.

"It is not enough to know the problems of life. They won't be solved unless somebody does something about them. A good school is one in which the children learn to do things. You want the school to build character into your boy. Well it won't do it by preaching to him—nor can character be built by beating. A good school and, incidentally, a good home is one which constantly sets up situations in which doing the right thing is desirable to the child. In that way, and that way only, can character be developed.

"And next, the modern school should teach a child to think—not do his thinking for him. I believe that the school owes it to me to help me teach my child how to think straight—in the face of objective evidence. An eminent lawyer once told me that a good citizen is one who has the qualities of an honest jurymen; that is, a good citizen like an honest jurymen is one who, when faced with a civic decision, weighs all the evidence on this side of the case then on the other and by means of straight thinking arrives at an honest conclusion.

"And finally a good school should develop within children the power to feel things. What we know does not make us what we are. What we think does not necessarily distinguish us as individuals. Even what we do is not an index of our real selves,

as modern psychology will substantiate, but, what we feel, and no one in the world knows what that is except ourselves—what we feel, that we are. Knowing, doing, thinking are after all more or less artificial; feeling is reality. Nothing great was ever thought or done which was not first greatly felt."

The yellow traffic light announces "Prepare to Change." Dr. Hall who spoke of *The Teacher as an Individual* gave us our signal for prepare to change.

"What the individual is in all his human relationships determines his value to the community.

"We who teach all the children of all the people must not develop a professional clannishness which keeps us apart from community life.

"There seems to be a peculiar engrossment in teaching, which tends to crowd out normal interests necessary to balanced living. There also seems to be a tendency to lose perspective and thus to magnify details to become limited to shop talk in our contacts with our friends and neighbors. The inevitable attrition of the schoolroom may wear thin our saving sense of humor, and we may take ourselves too seriously.

"Conservation of her individuality is as much the problem of the teacher as is professional growth. It is of vital importance that she secure sufficient freedom in thought and action for development of her individuality. This only will give sincerity and color to her vocation.

"The answer to the question 'Can one be a teacher and at the same time an individual?' is Yes. The proof lies in the successful personal lives of many teachers. But I am convinced that it is never accidental. It is the result of a definite plan and a controlling purpose.

"In the informal atmosphere of a modern classroom, where pupils participate freely in all activities, the teacher can be herself—natural, direct, genuine, spontaneous. Indeed, in this way only can she find and give happiness and help in her association with responsive children. Children recognize sincerity. It is their touchstone and the teacher's open sesame.

"A teacher must recognize her responsibilities as a citizen and inform herself upon public issues of importance. We say that,

but do we avail ourselves of these opportunities, not obligations? Are our convictions formed by the brilliant women whose current events class we attend, or do we also listen to the man in the garage, the woman who runs the club or restaurant where we eat, adviser at the bank, or the saleswoman in the shop we patronize? Do we know and respect and digest the opinions of a large number of people, or do we fall back on the Reader's Digest?

"Have we discovered any compelling interest in the world of nature which pulls us out of doors in spite of ourselves and provides the safest possible 'escape mechanism'?"

"Has any art or craft recently given our unskilled hands and brain a new source of satisfaction, not in the product but in the process?"

"Dare we live out our lives without another degree (even under salary pressure) when we need long periods of rest and relaxation or time for other pursuits which, alas, bring no credits, nothing but inner satisfaction?"

"It takes a real person to be real; but children will accept no spurious leadership. It is a great adventure to live a life filled to the brim with human experiences. Such a life is a challenge to every power we possess. It is comparatively easy to learn how to teach; but it takes a lifetime of schooling to learn how to live with understanding, tolerance and sympathy. Professional training may give us pride in mental achievement. Living with our fellows gives us humility. We rejoice in every bit of skill which makes us more helpful to children; but we must take our direction anew each day. 'Seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you.'"

It is easier to obey the green light that says "Go" than it is to heed the red and yellow lights. Dr. Threlkeld speaking on *Educating the Whole Child* urges us to attempt new things, to attempt new responsibilities, to go forward. He asks these questions:

"Do we have the kind of society that makes it possible for the whole personality constructively to express itself?"—"Is our society failing to provide the proper con-

ditions for the constructive expression of the whole child?"

"How many of us feel that we are doing the thing in life which we would rather do as compared to all other vocations available? No matter how much we talk about educating the whole child, the child, when he grows up, will be denied a certain very important component of complete living if he is not privileged to follow a vocational pursuit which he can follow zestfully. There must be a place for everyone, a job, if you please, in which he can not only make a living but, more important still, one in which he can express himself constructively.

"It is possible for each person to have a function to perform in life which he can identify with the most noble purpose which it is possible for him to conceive. But if we are to have a social situation appropriate to the individual who has been educated in accordance with the concept of the whole, integrated personality that the newer education seeks to develop, we must, as adults, bring about the social changes necessary to produce a condition in which the individual may, by reasonable effort, procure security throughout his lifetime and express himself in his leisure time, and at all times for that matter, in terms of an ever-growing, ever-enriching life.

"There is a vast social frontier here. We shall have to become social explorers and engineers if we are to conquer it.

"It is in one of those periods calling for rapid adjustment of the social order that we live at the present moment. We should not be afraid of the challenge. We should look upon it as the greatest of all possible challenges to our leadership in social engineering. Many significant adjustments apparently are now under way. How they will work will depend upon the extent to which the people themselves give intelligent consideration to them.

"We school teachers have been in the habit of thinking that our sole duty with reference to social problems lies in teaching the young certain concepts of living. But let us bear in mind that this is not enough. We must give attention to the social changes that must be made if life at large is to synchronize with the ideal we have in mind for the life of the individual. We must be active in leading the way in social reconstruction."

The third group of convention lights I shall compare to the intimate soft glow of candle light and fire light. They are the quiet lights that bring beauty of thought and feeling—that bring peace to the inner man and lasting strength for daily living. There were myriads of these soft happy lights:

The lovely music that preceded many of the programs.

The beautiful pictures in color of the Colorado wild flowers with which an evening program opened.

A friendly tea at the Museum of Art.

The lecture on Poetry and the Child.

The drive of sixty-five miles through the mountain parks.

Even-tide at Red Rocks.

The thoughtful hospitality of our Denver hostesses.

The music and dancing of Indians.

Contacts with 706 kindergarten and primary teachers registered at the Convention.

Speeches may soon be forgotten; but the pleasures of friendship, the memories of mountainsides of blue larkspur, the confidence imparted by the everlasting hills,—these remain to glow and shine within us always.

A New England Window

Long, long ago through this same pane of glass
Eyes peered for Indians; saw trappers pass:
Watched trees fall back and houses multiply
Round that white steeple, saw the coach roll by,
And ships with lovely names skirt ledge and bar:—
"Rainbow," "Sea-Garland," "Martha," "Morning Star,"
Gold on their bows and canvas billowing
Whiter than any orchard in the Spring.
Out of this window even then, as now,
Green turned to scarlet on the maple bough,
And lives to legend,—brittle grown and dry
As leaves we snatch at when the wind blows by.

RACHEL FIELD, in *Points East*. (Macmillan.)

NEWS FROM HEADQUARTERS

MARY E. LEEPER

THE BLUE UMBRELLA IS HERE

Told Under the Blue Umbrella made its first bow at the annual convention of the A.C.E. in Denver last June. Between the covers of this book, edited by the Literature Committee of the Association, you will find thirty-eight real, or nearly real, stories about ponies, dogs, ducks, rabbits; about the city, the home, the farm and the sagebrush ranch; tales of the seasons, stories of dolls and wagons, of tea parties and picnics. It is the collection of modern and realistic stories that teachers of young children have been longing to find. The list of authors presents a notable array of those known as the most acceptable writers of stories for children. James Tippet, Dorothy Baruch, Alice Dalgliesh, Christopher Morley, Dorothy Aldis and nineteen others have contributed to this book. We could talk about the *Blue Umbrella* for a long time but we remember the old adage: "Actions speak louder than words." Fifty copies were shipped to the Denver convention. These were all sold and many additional orders were taken. When the delegates saw it they liked it and so will you.

ASSOCIATION FOR NURSERY EDUCATION

The biennial conference of the Association for Nursery Education will be held in Toronto, Canada, October 26, 27 and 28. The Association goes to Toronto at the invitation of the University of Toronto. Dr. William E. Blatz is in charge of local arrangements. Information concerning the program may be secured from the President, Dr. George Stoddard, University of Iowa, Iowa City, Iowa.

AMERICAN EDUCATION WEEK

Primary and kindergarten teachers have a very special opportunity to make pleasant contacts with the parents of their pupils. Thus American Education Week, coming in November, offers to you a privilege and a responsibility. American Education Week is sponsored by the U.S. Office of Education, the National Education Association and the American Legion.

Pamphlets giving plans and suggestions for the celebration of this special week are prepared each year by the National Education Association. This year a special packet has been prepared with reference to the needs of the teachers of young children. In this packet there are definite and practical suggestions for the primary and kindergarten teacher, fifty printed messages to parents, and the material with which these messages may be converted into attractive booklets for the parents. Send for this special packet to National Education Association, 1201-16th St. Washington, D.C.—Price \$.50.

KINDERGARTEN PRIMARY DEPARTMENT

Concrete evidence of the strength of the Kindergarten Primary Department of the N.E.A. was shown when 470 teachers crowded into one of the ball rooms of the Stevens Hotel in Chicago on July 5th for the Luncheon Conference of that Department. The officers, elected at Atlantic City, in 1932, for this Department, found it impossible to serve so, at the request of the N.E.A., the Executive Board of the A.C.E. sponsored the program for the conference and Miss Abbot, the retiring president of the A.C.E., presided. A committee of Chicago teachers, under the leadership of Mrs. Blodgett, made all local arrangements for the luncheon and provided a delightful program of music. Dr. Bogan, Superintendent of the Chicago Schools, Marjorie Hardy, Principal of the Germantown Friend's School and Mary Leeper, Executive Secretary of the A.C.E., were the speakers. Much interest centered around the brief business session that was held. The following officers were elected for the coming year:

President—Mrs. Livia Youngquist Peterson,
Primary Teacher, Winnetka, Illinois

Vice President—Miss Norma Smith, State Supervisor of Elementary Education, Montgomery, Ala.

Secretary—Miss Edith Rosa, Kindergarten Teacher, Chicago, Illinois

The election of these officers and the renewed interest and enthusiasm shown by those present, promises a strong Department for the year and well planned programs when the N.E.A. meets in Washington in 1934.

CHANGE OF ADDRESS

Are you changing your mailing address this fall? If your answer is "Yes" please send us a card giving both the new and the old address. This will insure the prompt delivery of bulletins and magazines and all notices. Remember that it takes several weeks to have the change correctly made so send the information as early as possible.

VALUE OF THE KINDERGARTEN

Suggestive material with which you may inform your community concerning the value of kindergartens may be secured from the Association for Childhood Education, 1201 Sixteenth Street, Washington, D.C.

Suggested Procedure When the Elimination of Kindergartens is Proposed—Postage \$.03

Research Findings in Relation to Kindergarten Training as a Factor in School Life—Postage \$.03

Research Findings in Relation to Kindergarten Training as a Factor in School Life—Extended Report, by George Stoddard—Price \$.10

Shall the Youngest Suffer Most, by Patty Hill—Postage \$.03

U. S. OFFICE OF EDUCATION PAMPHLETS

Educational Activities for the Young Child in the Home. This circular has been prepared in answer to numerous questions from parents living where there are no kindergartens for their 4 and 5 year old children and offers practical help to parents who wish to make the most of the early years of childhood. Suggestions are given for equipping a playroom and a play yard as well as how to teach the child to use them; the beginnings of music and art appreciation and a preparation for learning to read are discussed; the worth of taking children on excursions and a list of worth while places to go with the children are given; guidance in forming habits socially acceptable and fundamental to emotional stability in young children is described, and a short list of books on the topics listed concludes this circular. Copies may be obtained from the U. S.

Office of Education, Washington, D.C., Ask for Circular No. 86.

Kindergartens in Public Schools having 2,500 Population or More As of June, 1932, a complete tabulation of kindergarten enrollments, attendance, and number of teachers in cities having populations of 2,500 or more for the year 1932 has been made by the United States Office of Education. This is the first summary to include cities of all sizes since the summary of 1924. Tabulations have been made according to reports from cities in four population groups.

Comparison between reports for the years 1930 and 1932 indicate changes in numbers of cities maintaining kindergartens as a part of their elementary school systems and changes in enrollments, average daily attendance and numbers of children enrolled for each teacher. Possible effects of kindergarten opportunity and kindergarten experience upon the placement and progress of children are shown in a distribution of enrollments for 1932 among kindergartens and grades 1, 2 and 3.

The array of figures suggests both State-wide and local studies to determine at what ages children may be enrolled in kindergartens, the extent to which the population of kindergarten age takes advantage of the opportunity offered, and the effects of kindergarten opportunity upon the placement of children in the early grades and upon the progress or promotion rates of the children. Both State-wide and local studies may well provide talking points in support of or in defense of an educational program for 4 and 5 year old children.

The Association for Childhood Education provided the clerical service for the tabulations. Single copies of the circular, No. 88, are available, free, from the U. S. Office of Education, Washington, D.C.

FELLOWSHIP TOUR

The Headquarters of the New Education Fellowship arranged an educational tour for twenty-three members of the Swedish Kindergarten Teachers Association during the past summer. They visited modern infant and junior schools and made a particular study of Montessori and Dalton work, of Eurhythmics, speech training and handwork. The party was joined by visitors from Egypt, Finland and the United States.

BOOK REVIEWS

Editor, ALICE TEMPLE

A yearbook which is theoretical and non-statistical.—The authors who are largely responsible for the sixth yearbook¹ are: The introduction, Woody; Chapter I, Lindquist; Chapter II, Woody; Chapter III, Melby; Chapter IV and Chapter V, Lindquist.

In the introduction Dr. Woody, for the committee, states the purpose of the book as "an effort at analytical and critical discussion of the problems involved in desirable integration of supervisory organization and activities and an effort to formulate a set of principles underlying the functioning of such organizations."

Educational values are clearly defined and criteria for evaluating school practices are set up. The authors seem to realize how difficult it is to change established practice and they recognize also the inconsistencies between our theories and our practices. They say that "straight line" and "line and staff" organizations are far from ideal for both seem opposed to truly democratic integration of personnel. School organization as shown in these forms is borrowed too much from industry which has a different function from that of education.

Stress is placed on the necessity for dynamic thinking, intellectual integrity, self-respect, and self confidence, as necessities to the teacher, if children in their care are to be intellectually and emotionally sound. Supervision is to promote teacher growth. A fixed authoritative program is ineffective. Adoption of a democratic spirit and the scientific attitude broadly conceived will insure cooperation and safeguard individuality as well as maintain the necessary harmony. We agree with the yearbook that the best system is not that in which all know their places in a line and staff organization but where each has a place in the thinking.

Dr. Brim in Chapter IV advocates discussion which is frank and unbiased as a solution of conflicts. "Selling" an idea or method of procedure rather than using coercion, and an appeal to a common philosophy are two ways of preventing differences from reaching a harmful

¹ *Effective Instructional Leadership*, Sixth yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association. New York: Teachers College, Columbia University, 1933. Pp. X+184.

point. A thinking teacher must be free to modify procedure to the educational profit of unique and everchanging children. Practice must be adapted to conditions. The spirit and not the letter of the law is important. More and more responsibility should be placed on the teacher. Differences may be stimulating and a challenge to thinking if discussion does not become argumentation. Further suggestion for bringing about the proper understanding and cooperation as a means for developing new activities is that conferences of all concerned be held.

It is worth while to be told that faith in teachers, power to initiate, execute, and evaluate will make for maximum growth and a renaissance of American education. We do most for teachers when we help them to define their problems and help them to solve their problems by collection and consideration of all pertinent data. The need then arises of organizing activities so that this faith may result in teacher initiative and the "good life" may result. "The form of the organization does not so much matter but rather the question is, 'Does the system encourage thinking, initiative and produce cooperation' " is the rather sane conclusion of Chapter V.

Each school needs to select its own pattern for relationships, for differences and conflicts arise out of conditions and the personnel for dealing with the conditions. First of all problems need to be defined through the help of officials in order that a definite policy be adopted. Then the solution of problems and assignment of work require respect and confidence among the entire staff. Out of heterogeneity should develop homogeneity and freedom.

The yearbook will repay careful study and discussion if out of these shall come a reorganization of leadership which will result in the encouragement of individual initiative on the part of each principal, supervisor, teacher, superintendent, and child.

ELLA CHAMPION,
Grade Supervisor,
Niles, Michigan

How mail travels.—Many teachers have been looking for the kind of helpful suggestions contained in *Carrying the Mail*.¹ It will appeal to those who believe that the schools have a distinct responsibility in contributing toward the development of better socially adjusted individuals.

This book is a detailed description of a year's work with a second grade group. Special attention is given to one phase of a transportation study—the way mail travels. The author shows how one interest leads very readily into another and how wide and varied the range of interests in a group may be. Because of the variety of interests, knowledge and understandings may become very scattered and indefinite unless organized around some one unit. This is brought out in the third chapter where the play city is described. The play city enveloped all the children and their special interests and at the same time led them to pool their own and to include the interests of the others in their city-life play.

The author speaks of the many trips taken for the purpose of gathering information and helping children to become better acquainted with their environment. Here is a very valuable means of teaching when directed along lines of a basic study but an opportunity for much wasted energy if trips are only trips.

With this introduction the book continues with the development of the unit, step by step, describing the ways in which the children expressed their understandings, the related interests which grew out of this central interest, the many discussions arising during the study, and finally the close inter-relationships between this study and the language arts and reading. It is the kind of book which should inspire any teacher who is interested in such a program.

The week's program as given, might be criticized because of the relatively small proportion of time which seems to be given to reading but if one could see the program in operation, no doubt he would see how great a part reading does play in all of the work even though it is not so listed.

One of the most valuable parts of the book is the *Appendix* in which are listed:

Children's Bibliography

Verse and Poetry Read to Children and by them

¹ Avah H. Hughes, *Carrying the Mail: A Second Grade's Experiences*. New York: Teachers College, Columbia University, 1933. Pp. 253.

Stories Read or Told to the Children
Picture Books Used in the Class Room
Teacher's References
Visual Aids
Bulletins Available and Other Materials and Equipment.

NINA JACOB,
University of Chicago

The teaching of art in the elementary school.—New teachers entering the field of art instruction in the elementary school as well as those who have had years of experience, if alert, are constantly searching for materials and publications that will aid them to keep in step with progressive ideas in dealing with the children in their care.

So many text-books on methods have flooded the market in the past, presenting stereotyped problems in art as aids in planning courses of study and developing classroom mechanics and procedures in presentation, that all thought of giving the teacher or child a chance to think for himself or develop originality and individuality has been either overlooked or stifled.

In a world such as we live in today, the scope of life is so extended that lack of appreciation of individual needs in the development of the child is dangerous. More than ever must the child's potentialities be sought out and given an opportunity for expression.

With such an aim, a book¹ has recently been written presenting the child's opinions, reactions and growth through classroom activities, as well as the teacher's part in guiding such activities.

The book is divided into two parts:

Part I, *The Enjoyment of Art*

Part II, *The Use of Art*.

Such an arrangement was chosen because the authors believe that art should be taught primarily for the fun of it, as children express it, and that use should be considered secondary. However, the fact that art for fun may be useful and that useful art may be great fun is not lost sight of.

The book further stresses that art appreciation, history of art, and the place of art in everyday life may be taught in connection with the doing of things—drawing, painting, modeling, helping to select things for the home, and

¹ Jessie Todd and Ann V. Gale, *Enjoyment and Use of Art in the Elementary School*, Chicago: The University of Chicago Press, 1933. Pp. IX+134. \$1.50.

in other ways acquainting the children with the finer examples of art about us.

One who creates cannot always draw upon his imagination but must look to the best sources for ideas and inspiration. The authors suggest therefore the free use of many good illustrations in design and composition, as found in reproductions or done by the teacher, as well as the supply of many materials and media for expression. Surely, when used as means to an end and not as ends in themselves, such helps will tend to encourage rather than to inhibit the child's desire to produce.

OLGA M. SCHUBKEGEL,
Art Director,
Hammond, Indiana

Another collection of old stories.—Children who have enjoyed some of the books edited by Watty Piper, especially *The Gateway to Storyland* will welcome its companion, *The Road in Storyland*¹, which contains some twenty of the best of the folk tales. These are so written that children from seven to ten will be able to read them. They, as well as the younger children, will delight in the illustrations found on every page. Fully half of these are in gay but harmonious colors and many of them are full page in size. The others are effective drawings in black and white. This book will be a valuable addition to the book table of any kindergarten or primary classroom.

PUBLICATIONS RECEIVED

PRIMARILY FOR TEACHERS

ALSCHULER, ROSE H. AND OTHERS

Two to Six. New York: William Morrow and Company. 1933. Pp. 160. \$1.50.

¹ Watty Piper (Editor). *The Road in Storyland*. Illustrated by Lucille W. and C. Holling. New York: The Platt and Monk Company. Unpaged. \$1.10.

ANGELL, NORMAN

From Chaos to Control. New York: The Century Company, 1933. Pp. 208. \$2.00.

BUFANO, REMO

Be a Puppet Showman. New York: The Century Company, 1933. Pp. 168. \$2.50.

Developing Attitudes in Children

Proceedings of the Mid-West Conference of the Chicago Association for Child Study and Parent Education. March, 1932. Chicago: The University of Chicago Press, 1933. Pp. VIII+156. \$1.50.

Educational Leadership: Progress and Possibilities

Eleventh Yearbook of the Department of Superintendence of the National Education Association. Washington: The Department of Superintendence. 1933. Pp. 528. \$2.00.

GALE, ANN V.

Children's References for Color Arrangement. Chicago: The University of Chicago Press, 1933. Pp. 60. \$1.25.

LANGDON, GRACE

An Individual Study Guide. To be used with "Home Guidance for Young Children." New York: The John Day Company, 1933. Pp. 63. \$0.50.

NORSWORTHY, NAOMI AND WHITLEY, MARY T.

The Psychology of Childhood. (Revised Edition). New York: The Macmillan Company, 1933. Pp. 515. \$1.80.

PRINCIPALLY FOR CHILDREN

CRAIG, GERALD C. AND BURKE, AGNES

We Look About Us. Boston: Ginn and Company, 1933. Pp. 194. \$0.68.

GATES, ARTHUR I. AND AYER, JEAN Y.

Preparatory Book to Accompany "Pleasant Lands." Illustrated by Helen M. Torrey. New York: The Macmillan Company, 1933. Pp. 72. \$0.20.

HOWARD, INEZ, HANTHORNE, ALICE AND HOWARD, MAE

An Easy Work and Play Book: Primer. Pp. 64. *Book One*. Pp. 95. Chicago: Follett Publishing Company, 1932.

PENNELL, MARY A.

Good Times with Beverly. Boston: Ginn and Company, 1933. Pp. 178. \$0.68.

Speech is precious and should be used not to wound but to heal, not to darken but to enlighten, not to condemn, but to release.—*Kansas City Freeman*.

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

Harpers Magazine for August has as its leading article *The Crisis in Character* by James Truslow Adams, an indictment of the present state of morals in this country. He tells us that of the three crises through which we are passing—the economic, the political and that in character, it is of the last that we hear least discussion; and yet it is the one which is the most serious. He quotes from a somewhat surprising source to prove his statement that character is on the downgrade—that is from advertising men. "Advertising is directed at the mass of men, and the motives on which the advertiser plays will be those which exert the greatest influence. Some time ago a group of advertising men listed such motives in the order of their appeal. They all agreed that the trait in American mentality which should be aimed at to get the largest sales results was snobbishness. Other highly classed traits or motives showed an equal lack of character in the 'prospect,' such as vanity, the wish to have some article because others had it, fear of what the neighbors might think if the household were without it, the desire to make a show without real basis, and so on. In fact the character of the American citizen as envisaged by the advertiser is a sorry spectacle of spiritual shoddiness; and there is perhaps no other group of business men who know their business so well as do the advertisers." It may be questioned that this is an authentic source of information as to present day morality, especially if it is to be contrasted with other times. Searching for causes, the author lists first the present lack of leadership. This, he believes, is due to the tremendous emphasis placed on mass production of all sorts so that our much vaunted "rugged individualism" is disappearing. He makes a comment of special interest to educators, "It is said that in ninety percent of the cases the passing through the academic grind to get a Ph.D. degree ruins the scholarship and the intellectual initiative of the victim." A second factor which weakens moral fibre is called by him "the almost inevitable materialization of every idea started here." He believes that the inventions which have

made life easy have at the same time undermined character since the old-time chores necessary to make life comfortable or sometimes even possible for ones self and others called for an effort of will which resulted in growth in character. Now, as he puts it, "We have comfort, but we slacken instead of strengthen the muscles of the will and the fibres of character." While the general tenor of the article is pessimistic the author is not. Presenting the present danger he says, "Unless we can gird up our loins, in spite of all, and each individual assert again his individuality, and unless that individuality is motivated by the willingness, if necessary, to live simply in order that one should live nobly and well, there would seem to be little reason to anticipate an early renaissance of American character." But as a message of hope he writes, "If there is to be a regeneration of the national character it can come about only by the regeneration of each of us as individuals. It is not a matter of committees and machinery and organization. It can come only from some subtle change in the heart of the individual American man and woman, a change which one can not predict but of which one need not despair."

The Nation in its August 16th issue prints an article and an editorial of concern to school people. The first, *The Teacher And The Depression* by Eunice Langdon presents a disquieting picture with illustrations of the effects on human lives of the present plight of the schools in many sections of the country. She says that while Chicago and the troubles of its teachers have been sensationally presented in the daily news, their situation is far from unique and conditions in Alabama and Michigan are mentioned though the article as a whole deals largely with New York. Unpaid salaries, shortening of the school year, even to the three months of thirty years ago, salary cuts, and the elimination of services are listed as common occurrences. Further menace is found in the number of interests of various

sorts which are demanding further retrenchments in school expenditures. The teachers receive recognition for the spirit they have shown in this comment about negro education. "Here as elsewhere complete breakdown has been averted largely by the devotion of the teachers, who have not only gone on working without pay, but have often out of their depleted means helped needy school children." The writer recognizes the difficulties with which school boards are confronted. In conclusion she says, "The pressure on them to reduce expenses, even by such disastrous economies as those described, from all the reactionary elements in the community has been tremendous and is still going on. It is unfortunate that such boards are usually composed of people who are primarily politicians rather than educators and hence over responsive to pressure of this kind. In the present emergency, moreover, there has been added to the usual reactionary business interests, the voice of the bewildered and overburdened taxpayer, who may actually be bearing a disproportionate share of the cost of education. The equalization of the tax burden by a form of taxation placing this load where it belongs, state and federal aid to education throughout the nation, the strengthening of teachers' associations everywhere, and determined action against false 'economies' by all who realize what is at stake will be needed if the schools and the teaching profession are to be saved from disaster." The editorial dealing with this same subject is headed *The Assault On The Schoolhouse*. Commenting on the leaders of the assault and enumerating some of the details it ends—"Of all the disastrous consequences of the depression, this assault on the coming generation's chance to secure a modicum of education is the most damnable. Those would-be tax-slackers are public enemies who, while patrioteering at every opportunity, are themselves as unpatriotic a brood as exist in our society. They should be scourged from their positions of authority and influence by a wrathful public opinion, and education should not only be restored to its former place, but lifted to a new level of efficiency, dignity, and freedom."

The Ladies' Home Journal for September has a page *It's Up To The Women*, edited by Catharine Oglesby which gives some practical suggestions for helping to create the right sort of public opinion about taxation, particularly as regards school expenditures. A playlet is

given by John H. Werner which consists of a dialogue between husband and wife with arguments for the schools and suggestion for other economies than cutting of school services.

The American Mercury for August has as its leading article *Lowell Of Harvard* by Charles Angoff. This is a critical survey of President Lowell's work as president of Harvard which does not hesitate to find fault with those acts with which the author disagrees. But who could wish for a more sincere comment on one's work from an unprejudiced observer than the following? "He is now seventy-seven years old, and for my part I hope he lives to be a hundred, for despite all his stupidities in and out of office, he has added something substantial and lasting to the academic heritage of America." The article starts with a statement of his heredity and training—gives a number of instances when the author feels he has been inept and pays a final tribute to what he considers his great contribution—the upholding of the right of free speech. President Lowell, himself, is quoted as follows—"The teaching by the professor in his classroom on the subjects within the scope of his chair ought to be absolutely free. He must teach the truth as he has found it and sees it. This is the primary condition of academic freedom, and any violation of it endangers intellectual progress." Finally in summary the author says, "It was primarily as president of Harvard that he distinguished himself. He inherited a skeleton of a university and left it, despite its defects, a truly great institution of higher learning, one of the greatest in the world. And by his magnificent stand for academic freedom in wartime as well as in peace he assured for himself an enduring memory in American educational history. Future generations of students and professors will remember him with gratitude."

In the same journal, Martha Foley writing on *Blessed Event In Vienna* makes some interesting comparisons between the attitude there toward children and in America, comparisons which will surprise those who believe we have a unique understanding of children. She says, "Viennese enthusiasm for children simplifies many of her difficulties for an American mother. She finds a greater and more general concern for her child than she would in New York. If she house-hunts, she will not be turned away from so many apartments because she has a child. Servants will not object to working in a home where there is one. There will be no danger of kidnapping; the crime is unknown in

Vienna. She may even tell stories of her child's unprecedented cleverness, for her Viennese friends really will be interested. Best of all, in Vienna there is no Mother's Day to embarrass her."

In this same issue of *The American Mercury*, Flora Warren Seymour writing on *The Pedagogues Hunt Indians*, presents a severe indictment against not only the schools provided for the Indians but even more against the whole movement of modern education, as worked out in them. Her conclusion is "So one comes to the basic fact that the Indian school system has never fairly faced the problem of following up its work. As with educators elsewhere its pedagogues seem to regard the school as an end in itself. The idea that it exists for its usefulness to the individual or to society in the years to follow is lost sight of in handsome buildings, elaborate plans, imposing technical jargon, and myriad 'activities'."

The Parents' Magazine for August has as its editorial an article by H. W. Hopkirk of the Child Welfare League of America on *When Is A Problem Not A Problem?* Written primarily for parents it yet is suggestive to teachers as well. Problems he tells us are not static but are so constantly changing that they should not be thought of as fixed. "Often the greatest need," he says, "is to forget sufficiently the existence of a problem so that the child may grow out of it." It may be that all the child requires is time to solve his own problem. His conclusion would be a good motto for all who deal with children,— "Could they speak for themselves, children would ask modestly for the consideration which adults receive from one another and the courtesy which would avoid marking them as problem children. The same journal has an article by J. Allan Hicks, Ph.D. and Margaret Richie White on *How Would You Change Your Children?* This is a report of a study made of the changes listed by parents and teachers of forty-one nursery school children, considered by them as desirable. It is suggested that other parents try this experiment on themselves and list the changes they

consider desirable, then analyze these lists. For example it is suggested that if the desirable change is that the child be less shy, the thinking is being done in terms of what is best for the child, but if it is that he learn not to interrupt, the thinking is in terms of the comfort of the adult. Some interesting facts are given about the lists secured. The problems most often listed by parents in which changes are desired are: "Stubbornness, disobedience, bashfulness, irresponsibility, showing off, wilfulness, unsociability, unwillingness to go to sleep early, annoying adults by interruption, and thumb-sucking." Also we are told, "There is no general uniformity of agreement between husbands and wives in the changes they would make." And again, "Fathers listed fewer changes than mothers." It is also suggested that parents by studying the changes they would like to make in their children may learn something about themselves. When changes suggested by teachers are considered it is found that while the number is about the same the type of problems is quite different. "The six problems most frequently mentioned by the teachers were: irresponsibility, dependence, non-sociability, emotional instability, poor language development, and lack of cooperation in routine matters." It is rather to be expected that the teachers should think as they are thus shown to do, more in terms of development than do the parents. They have been trained in this point of view and they are less personally concerned with the individual. In conclusion, the writers say, "The results of this study suggest that parents and teachers can be mutually helpful. By frequent consultations about a child, they can each supply what the other may lack. Teachers can help parents to look at their children in a more detached way so they will be worried less by immediate annoyances and think more in terms of child development. On the other hand, parents can help teachers by trying out at home practices the teacher finds successful in the nursery school. Parents and teachers will do well to realize that only by working together can they create a sensible but effective program of education."



Unless a man gets joy from his work he will produce nothing worth while.—GEORGE GREY BARNARD.

Chil
visi
task
with
the
ranc
uals
tain
the
ing.
of st
or o
ing
sees
and
min
is su
T
two
from
activ
for t
imat
duri
scho
eral
min
the r
was
were
mitt
minu
child
gree

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

¹ P
School
Psycho
B. "Le
Abnor

RESEARCH ABSTRACTS

Editor, ELIZABETH MOORE MANWELL

How Much Do We See in the Play of Young Children? For many teachers the task of supervising the play period is either a rather boring task or a period for relaxing and for chatting with one's co-teachers. To the casual observer the children's play is more or less a confusion of random activities, bickerings between individuals, and wilful misconduct on the part of certain anti-social offenders.

But to the alert, eager teacher the scene of the play ground has an entirely different meaning. To her the playing is not a confused jumble of strident voices, but a fascinating laboratory, or observation-time, where all kind of interesting and unique events are taking place. She sees meaning in all that occurs before her eyes and from this meaning reads facts which illumine her later dealings with these children she is supervising.

The alert teacher, then, will welcome the two studies which have been recently published from the University of Minnesota on the social activities of preschool children.¹ To obtain data for these studies 42 boys and girls from approximately 2 years of age to 5 years, were observed during their free-play period in the nursery school from 9:30-10:30 each morning for several months. Each child was observed for one minute, then the next child was observed, then the next, and so on. The order for observation was rotated each day. The children's activities were recorded on a prepared form which permitted ready classification. About 60 one-minute samples of behavior were made for each child. The classifications for recording the degree of social play were as follows:

1. Unoccupied
2. Solitary Play
3. Onlooker
4. Parallel Group Activity
5. Associative Group Play
6. Organized Supplementary
7. Cooperative Group Play.

¹Parten, Mildred B. "Social Participation Among Pre-School Children," in *The Journal of Abnormal and Social Psychology*, Vol. XXVII, 1932, 243-269; and Parten, Mildred B. "Leadership Among Pre-School Children," in *The Journal of Abnormal and Social Psychology*, Vol. XXVII, 1933, 430-442.

In addition the amount and kind of leadership observed was recorded as follows:

1. Independent pursuing of own will
2. Directing
3. Following
4. Reciprocally directing
5. Intermediate position of following one child and directing another in the same group.

While one could have wished that the author of these studies had taken a period longer than one minute to sample the behavior seen, still it is striking that the results are fairly reliable, especially reliable for the study of social participation, much less so for the study of leadership. That is, if the observer found a certain child playing alone during the one-minute she allotted to him on each of 10 alternate days, she was likely to find him alone on each of the other 10 days. There was also a fairly close agreement between the observations of the author and the ratings by the teachers based on their memory and impressions.

There were found to be great differences in the amount of social participation of individual children. In fact when the scores of each child were weighted they were found to range from minus 54 to plus 144. Some children were unoccupied or alone as much as one third of the time, others were occupied with the group much of the time. Contrary to current opinion there was practically no relationship between the length of time each child had been in the nursery school and the degree of social participation. However the number of late entrants into the school was far too few to generalize on this point.

The results of the study of evidences of leadership is particularly interesting. "Even at the preschool age there are two definite types of leaders,—the diplomat and the 'bully.' The former, by artful and indirect suggestions, controls a large number of children; the latter employs brute force in 'bossing' the small group he has chosen."

It was found that independent play is more characteristic of all the preschool age, but de-

creases in frequency with age, while following behavior, reciprocal directing, and directing increase with age.

No sex differences in leadership were found, but leaders exceeded the non-leaders somewhat in intelligence and the former came from higher occupational classes.

These and other results were found after studying the children for one minute each for about 60 days. It would seem that one minute to the alert observer, pencil in hand, is worth as much as a day to the non-observant teacher if she takes the play supervision merely as a routine duty.

What Foods Do Children Prefer? Those who are responsible for the feeding of children will be interested in a short article by Young¹ in which he summarizes recent researches in food preferences and the regulation of eating.

In this survey it is indicated from studies of animals that individual animals have definite food preferences. "In general we have shown (in the case of one such study) that food preferences of the rat are not haphazard and unpredictable, but uniform, orderly, lawful, and capable of exact quantitative study."

A few examples are also given from the extensive literature on free-choice feeding experiments. He quotes Evvard as follows: "The appetite of the pig appears to be a very good guide as to bodily needs; hitherto the apparent reliability of the appetite has not been duly appreciated." Nevins found that "food preferences of the cows changed frequently and decidedly; no two animals exhibited exactly the same preferences for all foods; there were sudden variations in the relative food-preferences for certain substances." Price found that when a choice of three kinds of butter was offered to chickens they chose the type high in both vitamin A and vitamin D, which was the kind they most needed. Osborne and Mendel, and Mitchell and Mendel gave rats and mice a choice between adequate and inadequate diets, and found that the animals chose the diet which favored growth. The author then reports at some length the well-known experiment of Dr. Clara Davis on the self-feeding of three

newly-weaned human infants. Davis indicates that the children chose what was apparently best for them for they made gains in weight above the Children's Bureau averages for their age, they slept well, were sound, happy and energetic. She writes: A tendency was observed in all infants to eat certain foods in waves, i.e., after eating cereals, eggs, meat, or fruits, in small or moderate amounts for a number of days, there would follow a week or longer in which a particular food or class of foods was eaten in larger and larger quantities until astonishingly large amounts were taken; after this, the quantities would decline to the previous level." The author sums up this section of his study by saying, "the graphic presentations in these studies indicate clearly that food preferences change in accordance with definite principles (as yet unknown).

Young then goes on to describe the work which has been done on specific cravings and aversions of humans and other animals. He summarizes: "The existence of specific cravings and aversions suggests that special bodily mechanisms regulate the selection of food in health and disease. Regarding the detailed nature of these mechanisms we are mainly in the dark and a vast amount of experimental work will have to be accomplished before we can understand the complicated problem."

The general import of this study to the teacher would be, it seems to me, to point out the complexity and variability of hunger, appetite and food preferences. While common-sense should dictate much of adult attitudes toward children at meal-time it need not lead us to be over-sure in making rigid rules and inflexible standards. To tamper too severely with what may be a natural mechanism of self-protection and growth by insistence and urging that all children of a given age should eat a given amount of food each day, with no preferences allowed as to quantity or kind, may be harmful. One of the gravest dangers of nursery school teaching is that through the very docility and helplessness of the young child we adults become too self-confident of our own omniscience and power. We need more studies such as this of Dr. Young to help us remember how little basis of fact we have behind many of our dearest principles.

¹ Young, Paul Thomas "Food Preferences and the Regulation of Eating," in *The Journal of Comparative Psychology*, Vol. XV, 1933, 167-176.

indicates
arently
weight
r their
y and
as ob-
ods in
eat, or
a num-
longer
ds was
aston-
er this,
revious
of his
tations
d pref-
definite

e work
gs and
ls. He
ravings
bodily
ood in
ted na-
in the
l work
ve can

to the
int out
er, ap-
mmon-
titudes
ot lead
and in-
y with
of self-
urging
eat a
o pre-
may be
ursery
docil-
ild we
r own
studies
member
many

CHILD REAR

Association of
Nurses
National Association
of Nurses
National Association
of Nurses

to the
out
er, ap-
mmon-
titudes
ot lead
and in-
y with
of self-
urging
eat a
o pre-
may be
ursery
docil-
ild we
r own
studies
member
many